School Improvement Plan

2025-26

Objective 1- To implement robust absence monitoring systems and strengthen effective communication with parents (with a balance of support and accountability) to improve attendance, especially for disadvantaged pupils.

Why this is a priority:	Regular attendance is critical to pupil achievement and wellbeing. Disadvantaged pupils are more likely to experience persistent absence, which can widen the attainment gap. By implementing effective monitoring systems and proactive communication strategies, the school can identify issues early, support families, and ensure that all pupils have access to consistent learning opportunities. A balance of support, recognition, and accountability—including rewards and sanctions—will help foster a culture of high attendance expectations.
Priority for Improvement:	**To embed a whole-school approach to attendance that includes:** **- Implementation of a digital or manual absence monitoring system.** **- Timely and consistent communication with parents regarding attendance concerns.** **- Use of rewards to celebrate good attendance.** **- Application of sanctions, including penalty notices, where appropriate.**
Success Criteria:	a. Attendance for disadvantaged pupils improves to above 93% by July 2026. b. Persistent absenteeism (below 90%) (especially among disadvantaged pupils) is reduced by at least 30%. c. A monitoring system is in place and used consistently by staff. d. Parents receive timely updates and intervention letters when attendance drops below 92%. e. A reward system is implemented and celebrated termly. f. Sanctions, including fines, are issued in line with policy after supportive interventions.

Key Milestones for governors to check progress and impact of priority			
Key Performance Indicators (KPI)	Attendance monitoring systems and attendance communication protocols are in place for 2025-26 Staff aware of attendance objectives and expectations for the coming year of attendance management Attendance monitoring systems are implemented and monitored on a half term basis to identify those who are persistently absent or in danger of persistent absence Early intervention communication with parents of pupils below 92% attendance and disadvantaged pupils with attendance below 95% is in place and occurring Termly attendance letters/reports to parents are sent. Penalty notices issued for unauthorised absence after support and monitoring. Impact of attendance strategies evaluated and reported to governors	Attendance monitoring systems are implemented and monitored on a half term basis to identify those who are persistently absent or in danger of persistent absence Early intervention communication with parents of pupils below 92% attendance and disadvantaged pupils with attendance below 95% is in place and occurring Persistent absence is continually monitored and formal support plans initiated as outlined in school policies. Termly attendance letters/reports to parents are sent. Penalty notices issued for unauthorised absence after support and monitoring. Impact of attendance strategies evaluated and reported to governors	Attendance monitoring systems are implemented and monitored on a half term basis to identify those who are persistently absent or in danger of persistent absence Early intervention communication with parents of pupils below 92% attendance and disadvantaged pupils with attendance below 95% is in place and occurring Persistent absence is continually monitored and formal support plans initiated as outlined in school policies. Termly attendance letters/reports to parents are sent. Penalty notices issued for unauthorised absence after support and monitoring. Impact of attendance strategies evaluated and reported to governors
School staff monitoring activities linked to above	• Attendance management flowchart published • Data monitored fortnightly and half termly • Absence concerns highlighted and acted upon • Letters sent and meetings held • Records of attendance recorded.	• Data monitored fortnightly and half termly • Absence concerns highlighted and acted upon • Letters sent and meetings held • Records of attendance recorded.	• Data monitored fortnightly and half termly • Absence concerns highlighted and acted upon • Letters sent and meetings held • Records of attendance recorded.
Which governor and when to come and find out what school staff have evaluated from the monitoring activities above	Autumn Reesha Armstead	Spring Reesha Armstead	Summer Reesha Armstead

Objective 1 – To implement robust absence monitoring systems and strengthen effective communication with parents (with a balance of support and accountability) to improve attendance, especially for disadvantaged pupils.

Action	Timeline	Lead Responsibility	Resources	Success Criteria	Monitoring Findings (to be updated during course of year)
To review attendance monitoring systems and attendance communication protocols and publish processes for 2025-26	Sep 2025	A Beharall/ G Kenny	DfE, NCC and EQT guidelines Attendance contacts at NCC	A robust set of processes in monitoring attendance and an implemented communication system that is thorough, fit for purpose and working to an improvement in persistent absence.	
To launch attendance objectives with staff and outline expectations for the coming year of attendance management	Sep 2025	A Beharall/ G Kenny	Staff meeting time	Staff understand systems and expectations	
To implement attendance monitoring systems and monitor on a half term basis to identify those who are persistently absent or in danger of persistent absence	Sept 2025 – Jul 2026	A Beharall/ G Kenny	Arbor / CPOMS / Excel reports	Attendance data is consistently recorded and accessible for analysis Daily attendance tracked and analysed every fortnight and monitoring concerns highlighted. Half term letters of concerns sent to relevant parents and attendance monitored Thorough communication logs and meeting minutes	
To identify and contact parents of pupils below 92% attendance via letter addressed to both parents	October 2025	A Beharall/ G Kenny Office staff	Attendance data Letter templates and proformas	Early intervention initiated through letters Parents invited for attendance meeting where a contract is set Further letters sent if attendance does not improve and letters not engaged with. Thorough communication logs and meeting minutes	
To identify disadvantaged pupils with attendance below 95% and initiate early intervention communication	October 2025	A Beharall/ G Kenny Class Teachers	Attendance data	Parents receive personalised letters and support offers Record of communications and follow-up kept	

To publish and send termly attendance letters/reports to parents of monitored children, rewarding improvement or outlining next steps if improvement not occurring	Dec 2025, Apr 2026, Jul 2026	A Beharall/ G Kenny Office staff	Letter templates / admin support	Parents informed and engaged in attendance processes Records kept	
To issue penalty notices for unauthorised absence after support and monitoring	As needed, from January 2025	SLT / Local Authority	NCC Toolkit / LA referral forms	Legal intervention used appropriately and effectively	
To continually monitor persistent absence and initiate formal support plans as outlined in school policies	Ongoing from Oct 2025	A Beharall/ G Kenny Office staff	Meeting times with parents Contracts for attendance Letter templates	Improved attendance for targeted pupils Support plans and attendance contracts are in place	
To evaluate impact of attendance strategies and report to governors	Termly: Dec 2025, April 2026, July 2026	A Beharall/ G Kenny	Attendance data / monitoring reports	Governors understand progress and impact	

Objective 2- To re-energise reading processes in school to further promote fluency in reading and the consequent development of comprehension skills to maximise pupil attainment.

Why this is a priority:	Reading is the bedrock to learning and a fluent reader will have greater understanding of the texts they are exposed to across the school curriculum and in life. By making reading activities a daily part of life taught with consistency and rigor, reading skills will flourish across the school, supporting pupils to be the very best learners that they can possibly be.
Priority for Improvement:	**To embed more deeply a whole-school approach to teaching reading through fluency, extended and close reading**
Success Criteria:	a. All staff are aware of their responsibilities in teaching fluency, extended and close reading b. Fluency, extended and close reading are timetabled into teaching practice to be taught regularly (weekly at the very least) c. Fluency, extended and close reading are closely aligned/linked with unit plans and lessons in English d. Pupils are getting regular opportunities to read and listen to reading e. Pupils are exposed to a wide variety of texts and text types f. Reading fluency and comprehension skills improve across school
Key Milestones for governors to check progress and impact of priority	

Key Performance Indicators (KPI)	Expectations set in staff meeting for reading strategies Key phase teams plan reading activities and align to the curriculum Regular weekly fluency, extended and close reading happening in all classrooms Lesson look monitoring in y5/6 Assessment data	Key phase teams plan reading activities and align to the curriculum Regular weekly fluency, extended and close reading happening in all classrooms Lesson look monitoring in y3/4 Assessment data	Key phase teams plan reading activities and align to the curriculum Regular weekly fluency, extended and close reading happening in all classrooms Lesson look monitoring in y1/2 Assessment data
School staff monitoring activities linked to above	• Staff meeting to re-establish reading practices • Weekly plans include reading strategies to employ • Reading is occurring in classrooms • Y5/6 monitored • Assessment outcomes	• Weekly plans include reading strategies to employ • Reading is occurring in classrooms • Y3/4 monitored • Progress in assessment outcomes	• Weekly plans include reading strategies to employ • Reading is occurring in classrooms • Y1/2 monitored • Progress in assessment outcomes
Which governor and when to come and find out what school staff have evaluated from the monitoring activities above	Autumn Vanessa Bailey	Spring Vanessa Bailey	Summer Vanessa Bailey

Objective 2 – To re-energise reading processes in school to further promote fluency in reading and the consequent development of comprehension skills to maximise pupil attainment.

Action	Timeline	Lead Responsibility	Resources	Success Criteria	Monitoring Findings (to be updated during course of year)
To deliver a staff meeting on fluency, extended and close reading, covering expectations of delivery.	Sep 2025	A Beharall/ R Pine	PPt Christopher Such resources	Staff meeting informs staff of reading expectations	
To plan reading activities in each key stage phase to cover fluency, extended and close reading on a daily basis.	Sep 2025 – Jul 2026	All staff	Planning documents	Plans reflect reading activities taking place	
To implement reading activities into in each key stage phase, using a wide range of reading materials aligned to the curriculum to cover fluency, extended and close reading on a daily basis.	Sept 2025 – Jul 2026	All staff	Reading extracts, class novels, non-fiction books	Reading activities are delivered per plans Children are read to in extended reading (from class novel), practice fluency reading and are given opportunities to discuss their reading thoroughly Reading comprehension activities build on the work covered in the three reading activities	
To monitor the implementation of fluency, extended and close reading throughout the year	Sep 2025 – Jul 2026	A Beharall/ R Pine	Subject leader documents	Fluency, extended and close reading is occurring across all classes in KS1 and KS2 The sessions are productive and are developing reading skills Pupils speak positively of their reading experiences	
To evaluate the success of fluency, extended and close reading through subject leader monitoring and analysis of assessment data	Nov 2025 – Jul 2026	A Beharall/ R Pine	Subject leader documents Assessment data	Assessment data and curriculum monitoring demonstrate that the focus on reading has been successful in developing reading in school	
To use assessment of reading to identify pupils in need of booster/intervention work and deliver sessions accordingly	Oct 2025 – Jul 2026	All staff	Assessment data Whole Class Feedback/ Observations of pupils	Booster sessions to help children develop phonic knowledge, develop fluency or improve text understanding are set up and delivered	

Objective 3 - To establish a high-quality F1 nursery provision that aligns with F2 and supports all children—especially those with limited vocabulary—through enriched environments, skilled adult interactions, and a cohesive EYFS curriculum.

Why this is a priority:	Many pupils begin school with limited vocabulary, requiring targeted adult interactions and structured support to ensure equitable progress. Simultaneously, the establishment of a high-quality F1 nursery provision aligned with the F2 curriculum ensures continuity, developmental appropriateness, and enriched outdoor learning. Together, these initiatives strengthen early foundations, promote inclusion, and enhance readiness for future learning, while also engaging families and meeting strategic school improvement goals.
Priority for Improvement:	To ensure a cohesive and high-quality Early Years Foundation Stage (EYFS) experience by: • Establishing a well-structured and developmentally appropriate F1 nursery provision that aligns with the F2 curriculum to ensure continuity and progression. • Embedding targeted, high-quality adult interactions that support language development, particularly for vulnerable pupils. • Creating language-rich and engaging indoor and outdoor environments that promote oracy, independence, and holistic development. • Providing safe, purposeful routines—including lunchtime play—that support wellbeing and learning across the EYFS phase.
Success Criteria:	• Staff consistently deliver high-quality, purposeful interactions that support language development, especially for vulnerable pupils. • A clearly defined and developmentally appropriate F1 curriculum is in place, aligned with F2 to ensure smooth progression across EYFS. • Indoor and outdoor environments are language-rich and engaging, supporting all seven areas of learning with a focus on oracy and physical development. • Pupils with weaker vocabulary are identified early and show measurable progress through targeted interventions and tracking. • Children in F1 demonstrate increasing independence, engagement, and readiness for transition into F2. • Staff are confident in managing blended F1/F2 provision and delivering differentiated learning experiences.

	• Monitoring activities (e.g., governor visits, pupil voice, staff feedback) show clear evidence of impact and improvement.		
Key Milestones for governors to check progress and impact of priority			
Key Performance Indicators (KPI)	**Autumn** • Finalise and align the F1 curriculum with F2 and EYFS Early Learning Goals. • Develop and begin phased implementation of outdoor learning improvements. • Establish designated lunchtime play area and staffing for F1. • Complete baseline assessments to identify pupils with weaker vocabulary. • Deliver initial CPD on dialogic teaching and blended EYFS provision.	**Spring** • Monitor delivery of F1 curriculum and pupil engagement. • Evaluate outdoor learning provision and make enhancements. • Embed and review lunchtime routines for F1 children. • Review progress of targeted interventions and update assessments. • Governors/ SLT visit to observe provision and assess impact against success criteria.	**Summer** • Conduct internal review of EYFS provision including pupil voice, staff feedback, and learning outcomes. • Adjust curriculum and provision planning for the next academic year. • Review transition readiness of F1 pupils moving into F2. • Evaluate impact of adult interactions and language-rich environments. • Governors/ SLT visit to review overall progress and outcomes.
Monitoring activities linked to above	Governor visit to see and understand evidence related to KPIs above. Could include visits to Unit to see strategies and activities in action.	Governor visit to see and understand evidence related to KPIs above. Could include visits to Unit to see strategies and activities in action.	Governor visit to see and understand evidence related to KPIs above. Could include visits to Unit to see strategies and activities in action.

| Which governor and when to come and find out what school staff have evaluated from the monitoring activities above | Autumn

Vanessa Bailey | Spring

Vanessa Bailey | Summer

Vanessa Bailey |
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Objective 1

| Action | Timeline | Lead Responsibility | Resources | Success Criteria | Monitoring Findings

(to be updated during course of year) |
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| Finalise F1 curriculum map aligned with F2 and EYFS ELGs | Autumn 1 | EYFS Lead, HT | Planning time, Development Matters, Birth to 5 Matters | A complete, year-long F1 curriculum is documented and shows clear progression into F2, covering all EYFS areas. | |
| Develop detailed plans for F1 including key questions, texts, and differentiated objectives | Autumn 1–2 | EYFS Lead | Staff meeting time, planning templates | Plans include key questions, texts, and objectives tailored to F1 developmental stages. | |
| Provide CPD for EYFS staff on F1 curriculum delivery and managing blended provision | Autumn 2 | HT, EYFS Lead | CPD time, external EYFS consultant (if needed) | Staff report increased confidence in delivering the F1 curriculum and managing mixed-age provision. | |
| Establish designated lunchtime play area and staffing for F1 | Autumn 1 | HT, EYFS Lead | Staffing plan, rotas, safeguarding training | Safe, age-appropriate lunchtime play area is operational with trained staff. | |
| Design and cost outdoor area expansion to support all ELGs, especially physical development | Autumn 1 & 2 | HT, Site Manager | Site survey, budget allocation, external contractors | Approved plan reflects opportunities for all seven areas of learning, especially physical development. | |
| Begin phased implementation of outdoor area improvements | Autumn 2 – Spring 1 | HT, Site Manager | Capital funding, equipment suppliers | Children engage in a wider range of outdoor learning activities. | |

Baseline assessments, central tracking, progress meetings, intervention monitoring related to vocabulary enrichment	Termly	EYFS Lead	Blanks Model, NELI	Vulnerable pupils are identified and show measurable gains in vocabulary and communication.	
Use open-ended questions, embed rhymes/stories, review timetables	Ongoing	EYFS Staff	Internal resources	Interventions are timely and impactful; environments are language-rich and visually stimulating.	
Conduct internal review of provision (pupil voice, staff feedback, learning outcomes)	Summer 1	HT, EYFS Lead	Review templates, meeting time	Positive feedback and evidence of progress; adjustments identified for next year.	
Adjust provision and planning for 2026–27 based on review findings	Summer 2	EYFS Lead, HT	Planning time	Revised plans reflect lessons learned and are ready for implementation.	