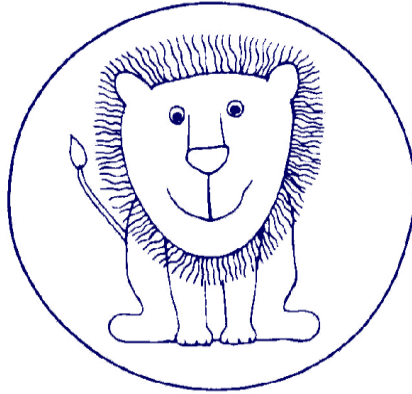




Linslade Lower School

September 2026- July 2027

School Improvement Plan

Latest Ofsted Inspection February 2026

	Inclusion	Curriculum and Teaching	Achievement	Attendance and Behaviour	Personal Development and Well-Being	Leadership and Governance	Early Years
Exceptional							
Strong Standard							
Expected Standard	x	x	x	x	x	x	x
Needs Attention							
Urgent Improvement							

	Met	Unmet
Safeguarding met?	x	

Inclusion

The school identifies the specific needs of pupils with special educational needs and/or disabilities (SEND) well. This begins when children start in the early years. When relevant, the school uses information contained in pupils' education, health and care plans effectively to identify pupils' specific targets. Leaders provide appropriate training for staff in how to meet pupils' individual needs. Consequently, barriers to learning are typically addressed quickly and effectively. For example, staff support pupils to close gaps in knowledge during focussed interventions. This helps these pupils when they encounter new learning. The school engages very well with other professionals. Staff use the expertise of others to help them to decide on the support pupils need to achieve well. Parents and carers of pupils with SEND also play an active role in shaping the support on offer. They are highly positive about the way the school helps their children to thrive. Pupil premium funding is used effectively by the school to support disadvantaged pupils to overcome the barriers they may face. Leaders routinely check the impact of the support that staff offer pupils. This helps the school to understand where strategies need to be adapted as pupils' needs change.

Curriculum and Teaching

The school has identified the important knowledge pupils need to learn across subjects and ordered this logically. Regular staff training ensures that teachers usually have the knowledge and expertise they need to teach the curriculum. This is shown in the way teachers check pupils' understanding. They often use these checks to adapt their teaching well. This helps pupils to build on what they know and can do. For example, staff help pupils to make links between their knowledge of times tables and other mathematical knowledge. Typically, pupils secure the important building blocks of knowledge in reading, writing and mathematics that they need for future learning. Should pupils require extra help in these areas, the school identifies these pupils quickly and puts in place mostly appropriate support. This is particularly impactful in reading. Here, pupils are well supported to become more confident and fluent readers. Pupils also close many of their gaps in writing knowledge. However, there are instances where staff do not provide some pupils with the consistent support they need to improve their writing. Leaders have rightly prioritised improving writing. While they have had some success, there remains more to do to fully support some pupils to close their gaps.

Achievement

Pupils typically achieve well across subjects. Overall, pupils secure the important building blocks of knowledge they need to be successful. This is reflected in pupils' performance in national curriculum tests for the multiplication tables check and Year 1 phonics. It is also shown in the knowledge of pupils and the quality of work they produce. Pupils often skilfully use their existing knowledge when encountering new learning. For example, in geography, pupils have a secure understanding of important geographical features. This helps them to make useful and appropriate links when new concepts are introduced. Overall, pupils are well prepared for their next stage of learning. They have the knowledge and skills they need for when they leave at the end of Year 4. That being said, some pupils do not continue to improve their writing as quickly as they could. These pupils require more consistent support to do this

Attendance and Behaviour

Pupils enjoy attending school and do so regularly. The school is proactive in identifying when pupils may face barriers to attending school. It works effectively with families on a bespoke and individual basis to help to remove these barriers. The school is very successful with this work. The start to the school day is calm and purposeful. This creates an environment where pupils can quickly start learning. This positive atmosphere continues throughout the day. Pupils typically work hard and want to achieve well. Should pupils require support with their behaviour, staff generally provide this. This helps pupils to re-focus on their learning should they need to. Social times are enjoyable for pupils. This is because pupils genuinely care for and look after each other. Pupils enjoy playing games together on the playground. They include each other so other pupils do not feel left out. Incidents of bullying are incredibly rare. Should they happen, the school deals with them swiftly and effectively.

Personal Development and Well-Being

The school's personal, social, health and economic (PSHE) education curriculum is clearly designed. It is structured to help pupils secure the important knowledge they need for life after Linslade. The school carefully adapts the PSHE curriculum to suit the context of the school. For example, important content around the potential risks of mobile phones is taught in preparation for pupils moving on at the end of Year 4. Pupils also secure their understanding of important knowledge about relationships. They understand what constitutes a healthy relationship and the signs of an unhealthy one. The school's personal development offer is closely aligned to its core values and 'learning powers'. Pupils value working collaboratively through the regular circle group sessions. Year 4 pupils become more responsible through keeping the minutes of these meetings. Leaders listen to what pupils say during these sessions to help them improve the wider enrichment offer. Pupils appreciate having a positive impact on what happens in school. Disadvantaged pupils have interesting opportunities to develop existing and learn new talents and interests. They particularly enjoy representing the school in local sporting competitions and singing in the school singing club. Enrichment extends beyond clubs into the curriculum. Trips and themed days are highlights of the school year for many pupils. These are chosen to help pupils learn more about the curriculum but also provide pupils with many happy memories. Pupils are incredibly respectful of differences. This includes the differences they have. Pupils love learning about some of the different languages their classmates speak at home. They are proud to share their different backgrounds with each other. This helps to build the welcoming community that exists in the school where pupils truly feel like they belong.

Leadership and Governance

Governors keep a close eye on the school. They ensure that leaders meet their statutory duties. This includes checks on the effectiveness of the use of pupil premium funding for disadvantaged pupils. Governors consider carefully how well leaders are working towards making school improvements. They provide leaders with appropriate support and challenge. Leaders know the strengths of the school well. They identify clear priorities for development across different areas of the school. They have had success in this work. For example, leaders have sharpened how staff identify pupils' special educational needs and/or disabilities, so this is now completed in a timelier way. It is a real strength of the school. However, sometimes, leaders and governors are less clear about the intended impact of school improvement priorities. This makes it hard for leaders to know how successful their school improvement work is. Meaningful engagement with parents and carers and staff is a high priority for leaders. They work well with the staff team to provide them with effective professional development. Staff appreciate this training as it helps them to provide the right support to pupils. Parents are effusive in their praise for the school. They value the way leaders make decisions in the best interests of pupils. Parents appreciate the way the school supports their children across all aspects of school life, so that they are well prepared for life after Linslade.

Early Years

The school ensures that children make a positive start to their time in the Nursery and Reception classes. Well-trained staff are skilled at quickly building warm and positive relationships with children and their families. Staff understand how the curriculum has been designed to support children to become effective learners. Staff carefully balance adult-led learning with activities for children to complete independently or with their peers. This helps children to practise what they have been taught. Staff accurately check children's starting points. They typically adjust the curriculum to meet children's needs. This helps children to secure important knowledge which helps them with future learning. For example, children develop effective fine motor skills which helps them when they start to write. Across the curriculum children are well prepared for Year 1 and beyond. Developing a love of language and a broad vocabulary is a focus of the curriculum across the early years. Children love to join in with singing songs and nursery rhymes to further develop their language. They do this well. This helps children when they start to learn to read through structured phonics teaching. Children are able to identify the sounds that letters make and blend them together to read new words.

What It's Like to be a Pupil At This School

Pupils love coming to Linslade Lower School. They arrive in the morning to a warm welcome from attentive and caring staff. This helps pupils to quickly settle into learning. Pupils enjoy the lessons they study at school. They love to learn about different periods of history or the different religious beliefs that people hold. The school is proactive in identifying barriers to learning that pupils face. It works swiftly and successfully to remove these. This includes supporting families where pupils may have barriers to attending school regularly. The school's effective approaches result in pupils attending well. Pupils enjoy taking on positions of responsibility such as eco-monitors and young leaders. These help to build pupils' confidence. They love the different opportunities the school provides for them to develop talents and interests. Representing the school as members of the boys' and girls' 'Leo football' teams is a great source of pride for many pupils. They equally enjoy the interesting trips they go on such as to local museums or zoos. These trips help pupils to learn more about the subjects they study in school. Relationships are positive across the school. Pupils enjoy coming together to eat in the dining hall and chat about their day. The school playground is a hive of activity where pupils happily play football, skip and traverse the climbing frame. Behaviour in classrooms is typically positive. Pupils want to learn. They often work hard so they can demonstrate their 'super six learning powers'. For example, pupils understand the importance of showing determination in their learning. This all helps pupils to secure what they need to be well prepared for their next stage of learning.

Next Steps

- Leaders should ensure that their monitoring and evaluation across all areas of school accurately identifies priorities for future improvement that are clear, specific and measurable.
- Leaders should ensure that teaching across subjects consistently supports pupils to improve their writing.

Linslade Lower School

Inspire, challenge, succeed and excel.

Ethos

At Linslade Lower School, we provide a safe, happy and nurturing learning environment in which everyone is cared for, respected and valued. We work collaboratively and cooperatively with each other and the community.

We will:

- ❖ Encourage everyone to achieve the very best they can.
- ❖ Foster a love of learning and the skills to be a learner for life.
- ❖ Develop the whole child.
- ❖ Provide a well-resourced and stimulating learning environment.
- ❖ Use a creative, engaging curriculum as a means to develop enquiring minds.
- ❖ Keep up to date and continually develop our skills as professionals.

SIP Priorities September 2026- July 2027

1. The Curriculum: Maths

Objective: Review and strengthen the maths curriculum to ensure it is fit for purpose, offers appropriate challenge and ambition for all pupils, and secures even better outcomes across the school.

2. Early Years: Enhancing the quality of provision so children achieve even stronger outcomes

Objective: Ensure early years provision and practice enable all children to secure foundational knowledge and skills through a cohesive, challenging and ambitious curriculum, and achieve even better outcomes.

3. Behaviour: Improving the lunch and breaktime experience for pupils.

Objective: Improve lunchtime and breaktime provision by developing high-quality, structured and inclusive play that strengthens behaviour and enhances pupils' overall experience.

Action Plan 1

The Curriculum: Maths

Objective: Review and strengthen the maths curriculum to ensure it is fit for purpose, offers appropriate challenge and ambition for all pupils, and secures even better outcomes across the school.

Actions: (what we will do)	• Review the current maths programme to evaluate sequencing, breadth and challenge, including gathering pupil feedback on stretch and ambition. • Embed termly Year 3 MTC practice to build familiarity and diagnose gaps in pupils' knowledge. • Revisit the current approach to fluency; ensure there are enough opportunities for pupils to develop automaticity with multiplication tables. • Sharpen the subject leader's termly monitoring of the impact of the maths curriculum to ensure a precise, laser focus on pupils and groups identified as underperforming in achievement reviews. • Review the maths curriculum in the early years to ensure it is fit for purpose and enables children to develop secure foundational mathematical knowledge through high-quality interactions, mathematical talk and well-planned continuous provision that embeds learning.
Outcomes: (what it will look like when achieved)	• MTC outcomes in 2027 show an improvement compared with 2026 and are in line with national averages. • By the end of each half-term across the 2026/27 academic year, internal practice MTC tracking data will demonstrate a point increase in average cohort scores month-on-month for all pupils in Years 3 and 4. • Lesson visits, book looks, and feedback from pupils show greater depth and challenge for all learners.

	- Monitoring through lesson visits, book looks, and pupil voice demonstrates that pupils' rapid recall, automaticity and fluency in multiplication facts are improving steadily over time. - By July 2027, the proportion of pupils achieving the expected standard (EXS) in internal and external summative maths assessments will increase by ? percentage points across all year groups compared to the July 2026 baseline. - By July 2027, the total percentage of pupils achieving Greater Depth Standard (GDS) in final maths summative assessments will increase to ??%, representing an upward shift from the July 2026 outcomes.
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Monitoring to measure progress towards achieving outcomes. (for additional monitoring information see monitoring and evaluation timetable).			
What?	When?	By whom?	Reported to? Recorded in?
SIP monitoring	Spring term	SIP to monitor the effectiveness of the action plan and report to governors	Reported to full governors during SIP update at each meeting using the RAG system to track progress.
Pupil assessments	Termly	Class teachers will use termly assessments to adjust their planning and support.	
Governor Learning Walk and lesson observations	Spring and Summer terms	Governors will be able to look at books in the Spring and Summer terms and look for improvements. HF will observe lessons in the Spring and Summer terms.	

Pupil progress meetings	Termly	HF, JH and class teachers will discuss progress made by each pupil and plan interventions and support.	
Planning and book scrutiny	January	Subject leader will be able to compare pupils' work before and after this year to identify improvements.	
Pupil attainment meeting	Once a year	Link governors will meet with HF to discuss the overall trends in data and discuss pupil progress and attainment.	

What:	When:	Who:	Resources: (budget and time)	Completion:
CBC SIP to meet with RH to carry out a Maths audit of current teaching and learning	September 2026	RH Rebecca Byrne	HF to cover RH	
Use the audit to enhance the SIP	September 2026	RH HF Rebecca Byrne	Meeting time	
RH to work with CM to ensure MTC practice is embedded and gaps in knowledge are	September 2026	RH CM	KS2 team meeting time	

addressed. Use data collected to design interventions for particular pupils.				
Focus on fluency across the school- what works well, what needs improving	October 2026	All teaching staff	Professional Development Meetings	
Review and modify interventions at Pupil Progress meetings.	November 2026	All teaching staff	Pupil Progress Meetings	
Carry out Maths observations and give feedback to staff across the school.	January 2027	RH	Cover for RH's class £100	
In connection with the EYFS improvements, monitor the provision for maths in EYFS	February 2027	RH EYFS team	Cover for RH's class £100	
Review and modify interventions at Pupil Progress meetings.	February 2027	All teaching staff	Pupil Progress Meetings	
Review and analyse the data for MTC	July 2027	All teaching staff Governors SIP	Pupil Progress Meetings Data meetings	

Action Plan 2

Early Years: Enhancing the quality of provision so children achieve even stronger outcomes

Objective: Ensure early years provision and practice enable all children to secure foundational knowledge and skills through a cohesive, challenging and ambitious curriculum, and achieve even better outcomes.

Actions: (what we will do)	• Review early years provision (November 2026) to evaluate: a) how securely children gain foundational knowledge and skills b) the quality of adult-child interactions and the impact of this c) the quality of the learning environment and the extent to which it supports learning in all 7 areas d) the extent to which the curriculum is being adapted to meet the needs of disadvantaged groups and pupils e) the quality of continuous provision and the extent to which it provides opportunities for children to deepen their knowledge and understanding through purposeful play • Implement Wellcomm and ensure the outcomes of these assessments inform adapted planning and provision to address barriers and gaps. • Visit high-quality early years settings in the locality to collaborate and share best practice.
Outcomes: (what it will look like when achieved)	• By the end of the Summer term 2027, 100% of recorded learning walks and formal observations will show practitioners consistently using high-quality adult-child interaction strategies and achieving a "consistently strong" rating across all internal environment reviews. • Children demonstrate secure foundations in communication, language, PSED and early learning, with improved confidence, independence and engagement, as evidenced in assessment data.

	• The learning environment is language-rich, well-organised and provides purposeful opportunities for exploration, early problem-solving and cumulative knowledge-building. • Assessment information shows children make strong progress from their starting points, including disadvantaged pupils and those with SEND. • Continuous provision is purposeful and provides challenge for all children. • Nursery and Reception teams strengthen collaboration to deliver an integrated, cohesive early years experience that secures continuity of learning and maximises opportunities for shared learning. • Staff practice demonstrates improved subject knowledge and confidence in delivering high-quality early years provision. • By July 2027, internal cohort tracking data will show that at least 80% of children have secure foundations in the prime areas of Communication & Language and PSED, demonstrating age-related expectations on their EYFS developmental milestones.
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Monitoring to measure progress towards achieving outcomes. (for additional monitoring information see monitoring and evaluation timetable).			
What?	When?	By whom?	Reported to? Recorded in?
Pupil assessments	Termly	Pupils will be assessed against the EYFS curriculum Development Matters statements. At the end of the year the Reception children will be assessed against the Early	Reported to full governors during SIP update at each meeting using the RAG system to track progress.

		Learning Goals. This will be recorded on the EYFS Tracker	
Governor Learning Walk and lesson observations	Spring and Summer terms	Governors will be able to look around the EYFS environment at the learning walk. HF will complete lesson observations in the Autumn and Spring terms.	
Pupil progress meetings	Termly	HF, JH and class teachers will discuss progress made by each pupil and plan interventions and support.	
Pupil attainment meeting	Once a year	Link governors will meet with HF to discuss the overall trends in data and discuss pupil progress and attainment.	
SIP monitoring	Spring term	SIP to monitor the effectiveness of the action plan and report to governors	

What:	When:	Who:	Resources: (budget and time)	Completion:

Complete audits of the provision in EYFS	September and October 2026	STR Michelle Geddis	Michelle Geddis £500	
Use the audit to enhance the SIP	September 2026	Michelle Geddis HF	Michelle Geddis £500	
Monitor the learning environment to ensure- • language-rich, well-organised and provides purposeful opportunities for exploration, early problem-solving and cumulative knowledge-building. • Assessment information shows children make strong progress from their starting points, including disadvantaged pupils and those with SEND. • Continuous provision is purposeful and provides challenge for all children.	November 2026 to February 2027	HF observations		
Review and modify interventions at Pupil Progress meetings.	November 2026	All teaching staff	Pupil Progress Meetings	
Review and modify interventions at Pupil Progress meetings.	February 2027	All teaching staff	Pupil Progress Meetings	
Monitor the learning environment to ensure-	May 2027 to July 2027	HF observations		

• language-rich, well-organised and provides purposeful opportunities for exploration, early problem-solving and cumulative knowledge-building. • Assessment information shows children make strong progress from their starting points, including disadvantaged pupils and those with SEND. • Continuous provision is purposeful and provides challenge for all children.				
Review and analyse the data for EYFS Early Learning Goals	July 2027	All teaching staff Governors SIP	Pupil Progress Meetings Data meetings	

Action Plan 3

Behaviour: Improving the lunch and breaktime experience for pupils.

Objective: Improve lunchtime and breaktime provision by developing high-quality, structured and inclusive play that strengthens behaviour and enhances pupils' overall experience.

Actions: (what we will do)	• Audit current break and lunchtime provision to identify strengths, gaps and opportunities for more structured, inclusive play. • Introduce an OPAL approach including high-quality, structured play zones (e.g., active games, quiet areas, creative spaces) to support positive behaviour and purposeful engagement. • Train all staff in the OPAL approach; enhance this with additional training for lunchtime supervisors in facilitating inclusive play, positive behaviour strategies and restorative approaches. • Develop a consistent behaviour approach across break and lunchtimes so expectations are clear, calm and predictable for all pupils. • Increase pupil leadership opportunities as part of the OPAL approach to promote inclusive play and strengthen peer relationships. • Enhance equipment and resources to support a wider range of structured and inclusive play activities as part of the new approach. • Strengthen communication between staff teams so lunchtime supervisors, teachers and leaders share consistent messages about behaviour and pupil needs. • Monitor provision regularly through behaviour logs, pupil voice, staff feedback and observation to evaluate impact and refine practice.
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Outcomes: (what it will look like when achieved)	• By July 2027, the total number of recorded playtime behavioural incidents on the school tracking system will decrease by 20% compared to the 2025/26 baseline. • Staff feedback will show their confidence has improved when supporting pupils at playtimes. • In the Summer 2027 termly pupil voice survey, the proportion of Key Stage 1 and Key Stage 2 children reporting that they "feel safe and enjoy playtime" will increase to at least 90%. • During half-termly learning walks across the 2026/27 academic year, 100% of playground zones will demonstrate children actively and appropriately engaging with designated structured play resources, with zero instances of resource damage or neglected play areas.
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Monitoring to measure progress towards achieving outcomes. (for additional monitoring information see monitoring and evaluation timetable).			
What?	When?	By whom?	Reported to? Recorded in?
Pupil progress meetings	Termly	HF, JH and class teachers will discuss progress made by each pupil and plan interventions and support to help manage behaviour at playtimes.	Reported to full governors during SIP update at each meeting using the RAG system to track progress.
Governor Learning Walk and lesson observations	Spring and Summer terms	Governors will be able to look at the playground environment at the learning walk. HF and JH will complete monitoring sessions in the Autumn and Spring terms.	

SIP monitoring	Spring term	SIP to monitor the effectiveness of the action plan and report to governors	
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What:	When:	Who:	Resources: (budget and time)	Completion:
Complete audits of the current playtime provision	September 2026	HF JH Jo Dormer (SEND Advisor)	SEND time	
Parent, staff and pupil questionnaires to find out current thoughts about play and lunchtimes. Use this information to help design the areas for development	November 2026	HF JH Jo Dormer (SEND Advisor)	SEND time	
Each half term develop one area of the playground- Big equipment- crates, tires, wood, drain pipes Water play Den building Mud kitchen Dressing up- clothes and props	January 2027 to July 2027	HF and JH	Donations from families and local businesses £500 for each half term	

Board games and Lego Mark making Big boxes Ball games Small world				
Each half term- Hold assemblies and class time explaining how to safely use the new area Purchase storage and explain how to tidy up Train staff on each new area Write and share risk assessments Share information with parents Celebration of use	January 2027 to July 2027	All staff	Donations from families and local businesses	
Review and modify SEMH interventions at Pupil Progress meetings.	November 2026	All teaching staff	Pupil Progress Meetings	
Whole school staff training to enable supervisors to facilitate inclusive play, positive behaviour strategies and restorative approaches.	January 2027	All staff	INSET day	
Review and modify SEMH interventions at Pupil Progress meetings.	February 2027	All teaching staff	Pupil Progress Meetings	
Monitor the learning environment to ensure- including high-quality, structured play zones (e.g., active games, quiet areas, creative spaces) to support	May 2027 to July 2027	HF and JH observations		

positive behaviour and purposeful engagement.				
Review and modify SEMH interventions at Pupil Progress meetings ready for the next academic year.	July 2027	All teaching staff	Pupil Progress Meetings	
Parent, staff and pupil questionnaires to find out current thoughts about play and lunchtimes following the improvements.	July 2027	HF JH	SEND time	

Writing- monitoring the progress made from the previous SIP

Aim: (what we want to do)	• To improve the quality of the teaching of writing across the school by following the Herts for Learning scheme of work. • To improve the teaching of handwriting and spelling to enable pupils write and spell at an age-appropriate level. • To use the skills, handwriting and spelling taught in English lessons across the curriculum.
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Outcomes: (what it will look like when achieved)	• By the end of the academic year (July 2027), 100% of lessons will be planned and delivered in line with the Herts for Learning scheme of work, as evidenced through planning checks and termly lesson observations • By the end of the academic year (July 2027), all pupils' books will consistently reflect the planning framework, clearly demonstrating progressive development of skills and knowledge across each unit in the scheme of work, as evidenced through termly book scrutinies across English, History, Geography and Science. • By the end of the term, pupils will present their work neatly and in an age-appropriate way in at least 4 out of 5 pieces of work, using the support and resources available to them.
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Monitoring to measure progress towards achieving outcomes. (for additional monitoring information see monitoring and evaluation timetable).			
What?	When?	By whom?	Reported to? Recorded in?
Pupil assessments	Termly	Class teachers will use termly assessments, based on the Herts for Learning scheme of work, to adjust their planning and support.	Reported to full governors during SIP update at each meeting using the RAG system to track progress.
Governor Learning Walk and lesson observations	Spring and Summer terms	Governors will be able to look at books in the Spring and Summer terms and look for improvements. HF will observe lessons in the Spring term.	

Pupil progress meetings	Termly	HF, JH and class teachers will discuss progress made by each pupil and plan interventions and support.	
Planning and book scrutiny	January	Subject leaders will be able to compare pupil's work before and after the new scheme was used to identify improvements.	
Pupil attainment meeting	Once a year	Link governors will meet with HF to discuss the overall trends in data and discuss pupil progress and attainment.	

What:	When:	Who:	Resources: (budget and time)	Completion:
All staff will use the Herts for Learning scheme of work to plan and deliver lessons.	Sept 2026	Teaching staff	Directed time-staff meeting	
Support staff training to support and deliver handwriting interventions using the Herts for Learning training.	November 2026	Support staff	Directed time-support staff meeting	

Pupil progress meeting to discuss individual progress. Check intervention groups and progress made. Make adjustments to the interventions.	February and March 2027	Teaching staff	Directed time-pupil progress meetings	
Lesson observations conducted by HF to focus on the progress of the new scheme, speak to children and look at books.	March 2027	All staff	Teaching time	
Support staff training to support and deliver spelling interventions using the Herts for Learning training.	April 2027	Support staff	Directed time-support staff meeting	
Attend CBC and internal moderation to ensure rigour in judgements.	June 2027	Teaching staff	Directed time	
Reception children assessed against the Foundation Stage Profile. Analyse the data to show the impact of the Herts for Learning scheme of work and focus on handwriting.	June 2027	Reception	Teaching time	
Years 1-4 assessments. Analyse the results to show the impact the handwriting and spelling interventions have had on results. Analyse the writing assessments to show the impact of the Herts for Learning scheme of work.	June 2027	Year 1, 2, 3 and 4	Teaching time	

Pupil progress meeting to discuss individual progress. Check intervention groups and progress made. Make adjustments to the interventions ready for September 2026 in new year groups	June 2027	Teaching staff	Directed time-pupil progress meetings	
Pupil data meeting with Michelle Geddis and then Progress and Attainment governors. Look for trends and improvements. Share headline information with staff ready for September 2027.	July 2026	HF, MG and Progress and Attainment governors	Directed time	

Budget to Support School Improvement

Cost Centre	Resource	Cost £
E12	Resources for outside play	£1500

E02	Michelle Geddis visits	£2000
	Total	£3500

Note: Within directed time there are 30 hours of professional development time and 5 training days to support school development initiatives.

Some release time will be covered internally at no additional cost, the figures given are maximum costs and assume no internal cover.

Budget allocations to support curriculum areas

Budget centre	Area	Managed by	Amount £
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E19	Art and Design and Music	Sarah Allen	£150
E19	English	Sue Tomes Rolt	£750
E19	EYFS	EYFS team	£600
E19	French	Clair Martin & Charlotte Stokes	0
E19	Humanities (History, Geography and RE)	Clair Martin & Charlotte Stokes	£150
E19	Key stage 1	KS1 team	£600
E19	Key stage 2	KS2 team	£600
E19	Mathematics	Richard Hogg	£2000- MATHS No Problem workbooks
E19	PE grant	Hazel Farlam	£16600
E19	PE	Jo Hogg & Sue Tomes Rolt	As above
E19	PSHE	Jo Hogg & Sue Tomes Rolt	0
E19	Science and DT	Evelyn Corbett	£300
E19	SEN / inclusion	Jo Hogg	£400
		TOTAL	£22150

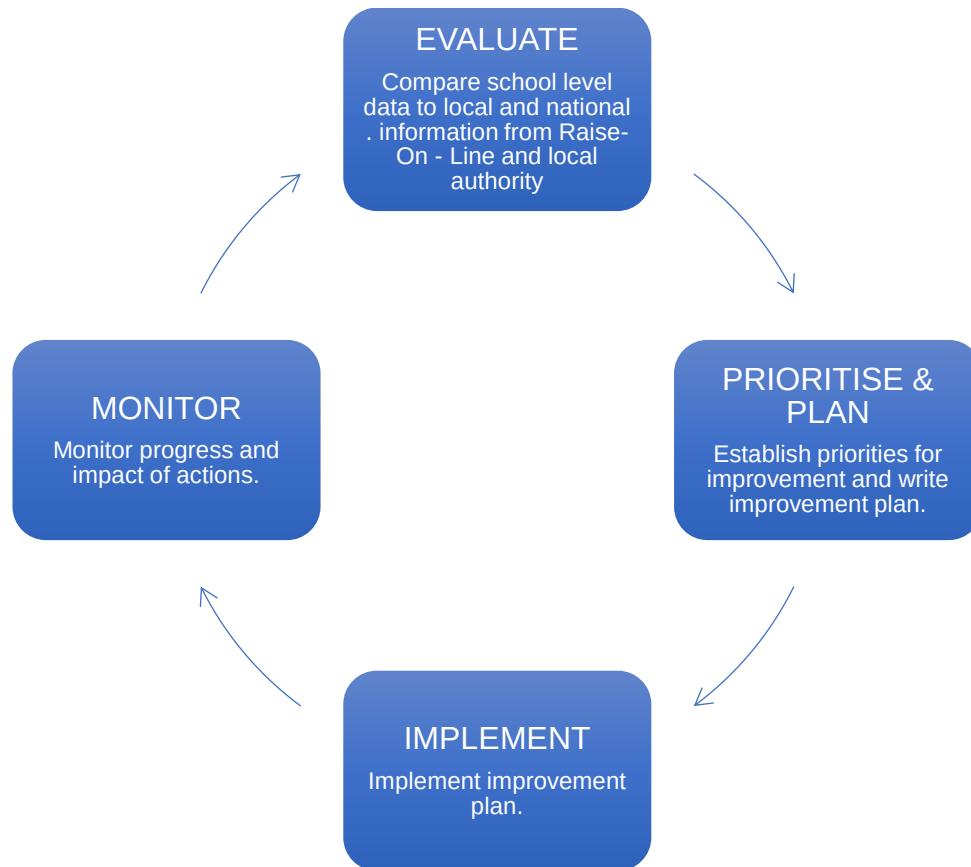
Monitoring and Evaluation Timetable

	Autumn Term	Spring Term	Summer Term
Pupil assessment	EYFS baseline Welcomm assessments On entry assessment completed Ongoing teacher assessment In-school moderation of results Data for phonics, reading, writing and mathematics collected	Ongoing teacher assessment In-school moderation of results, external moderation meetings Data for phonics, reading, writing and mathematics collected	End of key stage assessment by teachers. Year R results to DfE Year 4 Multiplication Check to DfE Year 1 Phonics assessment results to DfE Year 2 Optional SATS Pupil reports written
Pupil progress meetings	Pupil Progress Meetings between Headteacher, SENDco and class teachers Intervention groups adjusted Pupil premium monitored	Pupil Progress Meetings between Headteacher, SENDco and class teachers Intervention groups adjusted Pupil premium monitored	Pupil Progress Meetings between Headteacher, SENDco and class teachers Intervention groups adjusted Pupil premium monitored
Improvement planning	Share improvement plan with staff and begin to implement action plans Data analysis: Compare school-level data to local and national information from DfE and LA data	Monitor progress of plan	Establish priorities for improvement and write improvement plan Monitor progress of plan

Subject monitoring	Headteacher learning walk Lesson observations	Lesson observations Subject monitoring by subject leaders – planning and work scrutiny (Jan training day) Governors' learning walk	All subjects complete pupil interview and learning walk Governors' learning walk
Staff Appraisal	Appraisal meetings for all staff. Previous targets reviewed Teacher standards evaluated New targets set	Interim appraisal meeting to review progress towards targets/teacher standards	Interim appraisal meeting to evaluate pupil progress
Self-evaluation update	Context Curriculum and Teaching Safeguarding	Inclusion Personal Development and Well-being Leadership and Governance	Achievement Attendance and Behaviour EYFS
Improvement partner	Half-day review- School Improvement Plan Head's appraisal	Whole-day review- School Improvement Plan	Half-day review- Data Lesson observations

APPENDIX 1

Using Data to Inform Improvement Planning.



APPENDIX 2

Pupil Assessment Cycle

