



# ARNO VALE JUNIOR SCHOOL

School Improvement Plan 2025/26

# Visual overview

School Evaluation					
Priority area 1		Priority area 2		Priority area 3	
Strengthen the quality and consistency of teaching and learning.		Strengthen inclusion, pupil voice and wellbeing for all.		Develop robust, evidence-based leadership and governance to drive sustained improvement.	
<u>Objectives</u>		<u>Objectives</u>		<u>Objectives</u>	
Ensure that the new teaching sequence for writing is embedded consistently.	Strengthen the quality of maths pedagogy and the consistency of teaching practice.	Ensure all teachers consistently apply high-quality, adaptive teaching strategies to meet the needs of all pupils, particularly for SEND and disadvantaged.	Extend pupil voice and leadership opportunities, particularly for SEND and disadvantaged pupils, to strengthen belonging, engagement and wellbeing.	Establish clear and systematic approaches for collecting, analysing and using evidence to inform self-evaluation and school improvement.	
Milestones and actions	Milestones and actions	Milestones and actions	Milestones and actions	Milestones and actions	Milestones and actions
Outcomes, impact and review		Outcomes, impact and review		Outcomes, impact and review	

<b>Priority 1:</b> Strengthen the quality and consistency of teaching and learning.				
<b>Objective 1:</b> Ensure that the new teaching sequence for writing is embedded consistently.				
<b>Key milestones (By Christmas 2025):</b> Class teachers have received adequate training to be able to deliver the new teaching sequence for writing starting in January.		<b>Key milestones (By Easter 2026):</b> Observations show that the new teaching sequence for writing is being taught consistently and in line with the training provided. Teachers act on feedback provided and follow up training arranged as necessary.		<b>Key milestones (By July 2026):</b> End of year data, observations, writing moderation and pupil voice show improvements in children's writing as a result of the consistent application of the new teaching sequence for writing.
<b>Suggested actions</b>	<b>Who?</b>	<b>Additional cost?</b>	<b>Action completed by?</b>	<b>Notes (if applicable)</b>
Staff training to introduce the TSW principles and the plan for this academic year. Based on the principles of the TSW, staff asked to introduce a dictation activity at the start of each lesson and a spelling lesson in each unit of writing.	Writing lead	n/a	September INSET day	
Writing lead + one member of year group teaching staff to attend TSW training course	Teaching staff	£600 supply cover + £600 course cost	November 2025	
Staff training (once all year groups have attended training) to share planning and teaching ideas	Writing lead	n/a	Christmas 2025	
All year groups to start teaching English following the TSW	Teaching staff	n/a	Jan 2026	
Monitoring to ensure lessons are following the TSW	Writing lead	n/a	Feb half term	
Staff meetings to reflect and review quality of planning and teaching using the TSW	Writing lead	n/a	Easter 2026	
Monitoring to reflect and review quality of teaching using the TSW	Writing lead	n/a	May half term	
Pupil voice to collect pupil views on TSW	Writing lead	n/a	Summer 2026	
Writing lead to attend follow up training events	Writing lead	Built into initial course costs	Summer 2026	
Produce action plan for TSW in 26/27 based on reflections of progress so far	Writing lead	n/a	Summer 2026	
<b>Evidence of progress against objective 1:</b>				
<b>AUTUMN</b> The writing lead and a member of staff from each year group was sent on the training. As the year 6 training was in the summer term of 2025, this year group began using the TSW in English lessons from the start of the academic year. Staff have been very positive about the improvement in the quality of teaching and learning and observe an improvement in the standard of writing. This has allowed the writing lead to gather a bank of ideas and good practise to share with other year groups when they begin to use the TSW in the Spring term. These were drawn upon in the 3 staff meetings allocated to planning for the TSW being used in the spring term. By the end of the sequence of staff meetings, staff were confident in beginning the TSW and had worked collaboratively on ideas.				

All English lessons now begin in the same way. This has been observed from drop ins and evidenced in books. At the start of a week, the teacher will dictate a sentence to the class. This sentence is linked to the unit of work taught. It should contain a mixture of high frequency, decodable and common exception words. The aim of this dictation activity is to build transcriptional fluency in all children. The sentence is reviewed in the following lesson. For the rest of the week, the children will either repeat the same sentence (if they made errors) or improve the sentence (if they had made no errors). Feedback from staff has been positive as it allows them to identify and correct errors and misconceptions and allows those children who need to, correct and practise. This follows principles in the Writing Framework which are supported by the TSWF. A predictable start to English lessons has been positive for reluctant writers as they know what to expect at the start of each lesson. Monitoring has shown some inconsistencies in the approach to this activity and there is inconsistent evidence of review in some classes. This will be fed back to staff and reviewed in future monitoring.

A spelling lesson has been built into each unit to support the spellings of key words that would be used within that unit. Staff have spoken positively about the additional opportunity to teach spellings outside of the national curriculum objectives. Pupils have fed back that they find this helpful, especially with words linked to the topic.

### **SPRING**

Extensive staff CPD on the teaching sequence for writing was delivered in the autumn term. Spring monitoring shows that staff are consistently following the agreed sequence, and training has been extended to teaching assistants.

Staff are sharing good practice and working collaboratively across year groups when planning new units. Dedicated staff-meeting time allowed teams to reflect on their experiences so far. Common themes included that the Sequence is supporting a broad range of attainment, and that the standard of writing has improved as a result of immersing pupils in the vocabulary needed for each writing outcome. Staff reported a positive impact on the writing of lower and middle attainers, including many disadvantaged pupils. Some SEND pupils required further intervention to support progress in writing.

Key adjustments were identified to make the units more effective, such as immersing pupils in both the *purpose* and the *language* of a text type by providing multiple examples, and ensuring the purpose of writing is explicit (e.g., not simply "write a description" but "write a description that makes the reader feel scared").

Further staff-meeting time was used to reflect specifically on the progress of lower attainers and disadvantaged pupils. Training on supporting the lowest-attaining writers has been shared with teachers and TAs, with a focus on the importance of secure transcriptional fluency. This remains the key area of focus for pupils requiring additional intervention. Teachers were supported to identify pupils not making expected progress and to create action plans for support in the summer term.

Additional training has also been provided on extending the most able writers within the Sequence, and teachers have planned opportunities to embed these approaches.

**Priority 1:** Strengthen the quality and consistency of teaching and learning.

**Objective 2:** Strengthen the quality of maths pedagogy and the consistency of teaching practice.

**Key milestones (By Christmas 2025):**

Learning walks and observations show that daily recap and practise is securely embedded in every maths lesson.

Whole school strategies for supporting rapid and accurate recall of times tables launched to staff.

**Key milestones (By Easter 2026):**

- Observations and work scrutiny show consistent use of:
- Mathematical reasoning
  - Strategies to improve rapid and accurate times table recall
  - Accurate use of representations and calculations
  - Well-matched challenge for all learners

Teaching sequences show clear progression and coherence in line with school documentation.  
Data analysis shows evidence of children making good progress, particularly scores for Y4 times tables checks and Y6 assessment scores.

**Key milestones (By July 2026):**

End of KS2 maths attainment data is above the national average for EXS+ and for those achieving the higher standard.

A greater % of children achieve 20+ and 25/25 on the Y4 multiplication check.

Suggested actions	Who?	Additional cost?	Action completed by?	Notes (if applicable)
Produce a maths subject action plan for the 25/26 academic year. Review progress termly.	Maths lead	N/A	October 2025	
Staff training to introduce a consistent approach to how every maths lesson must start – focus on recap and practise.	Maths lead	N/A	September 2025	
Staff training to share effective ways to improve rapid and accurate recall of times tables.	Maths lead	N/A	October 2025	
Refresh staff training on key documents: long term planning, sequencing, calculation policy, fractions representations policy.	Maths lead	N/A	December 2025	
Staff training on analysing and interpreting Star Assessment data and how to identify those requiring early intervention.	Trust data team	N/A	Spring 2026	
Share best practice strategies termly during staff meetings.	Maths lead	N/A	Termly	
Weekly maths intervention for Y6 children not on track to meet the expected standard.	Maths lead	N/A	Begin Spring 2026	
Audit equipment and manipulatives and restock as necessary	Maths lead	£300	February half term	

## Evidence of progress against objective 2:

### **AUTUMN**

As a result of training provided at the start of the year, every maths lesson now starts in the same way. This has been seen to be consistent across classes and over multiple observations, learning walks, drop ins and informal checks. Lessons start with children being given 10 minutes to practise an aspect of learning from the last lesson, last week, last half term and last term/year (as per image below):

<b>From the last lesson:</b>  Prove that $\frac{2}{5}$ and $\frac{8}{20}$ are equivalent.	<b>From last week:</b>  5640 divided by 24
<b>From last half term:</b>  1453 x 36	<b>From last term / year:</b>  $9^2$ divided by 10

Staff and pupil feedback has been very positive with staff commenting that not only does this allow them to revisit content daily but it also ensures each lesson starts in a calm and consistent manner. Children have spoken positively about the start of maths lessons, again stating that it allows them to practise things they might forget. They also like how they know what the start of the lesson will be like.

A collection of strategies for improving rapid and accurate recall of times tables were collated based on discussions with school colleagues, wider discussions with colleagues from other schools, advice from school improvement partners, as well as our own research. These strategies were communicated with staff and initially trialled in a Y5 class. Staff were told that rapid and accurate recall must be sustained in upper school and isn't just about the Y4 check.

- Weekly MTC tests/ TTRS used to practice what they know (be aware that this doesn't teach them what they don't know!)
- Use heat map functionality on TTRS to detect which calculations children are getting wrong
- Display the hardest 3 questions in class every week – use maths working wall ?
- Every register you ask 6 children one of the 3 hardest questions
- Every time you line up, you ask 3 children the three hardest questions that week.
- Every time you dismiss the class you ask each table a question. You pick the child!
- Every time a child leaves the classroom to go to the toilet they have to answer a question
- Devise a list of children to be targeted by interventions/targeted practise. We can then look at who is available to do regular 5 minute sessions with target children.
- 4 box recall for the previous hardest questions – once a week
- Times tables songs
- Quiz partners. They write 10 questions for each other and take it in turns to ask. They sit down when they are done and you pick on three pairs to show theirs.

### **SPRING**

Spring term monitoring shows that teachers are following the correct planning documentation and teaching objectives in the agreed sequence. Tasks are generally well matched to provide an appropriate level of challenge. Each lesson starts with dedicated recap time in order to consolidate objectives from the last lesson, last week, last half term and last term. Drop ins confirm that this is happening as expected and children talk positively about the chance to recap previous work daily.

Y4 teachers report good progress being made with times tables. 42/60 children in Y4 are currently on track to achieve 20+ on the MTC check with 26/60 on track to achieve 25/25. This is a big improvement on the autumn term data and comes as a result of a big focus on the MTC prep and specific teaching of times tables rather than just relying on TTRS to practise. A variety of strategies have been employed by Y4 staff such as targeted teaching of key facts, regular test technique sessions on TTRS, using data from TTRS to improve parental engagement, extra homework tasks for specific children based on gaps. More is still to be done with a focus between now and May on maximising time and adult support for those children not quite on track to get 20+. Strategies have also been introduced by Y3 staff with a view to further MTC check improvements next year. The same strategies have also been used in Y5 with children that did not achieve 20+ last year.

Action plan for maths identifies 3 priorities: 1.Ensure pupils rapidly develop secure, automatic recall of multiplication facts. 2.Strengthen long-term retention through structured retrieval practice. 3. Ensure disadvantaged pupils are well-supported in maths. Staff CPD in the spring term has focused on improving feedback for disadvantaged learners and improving engagement and thinking for all children through evidence-informed questioning strategies such as cold call and think, pair, share. Staff training was also provided based on strategies for improving times table recall.

Interventions have focussed mainly on Y6 pupils identified as not being on track to meet the end of year expected standard. This includes regular extra lessons with the maths lead to work on specific objectives they have found difficult. Regular email communication with their parents also ensures they know what has been taught in school and how to support. Staff have been told to ensure that disadvantaged children are given feedback as a priority in every lesson. Checks have shown an improvement in this area.

Data (March 26) shows that 78% of children are on track to meet EXS+ (71% in 2025). Based on Star Maths assessment, this figure is 81%.

<b>Priority 2:</b> Strengthen inclusion, pupil voice and wellbeing for all.				
<b>Objective 1:</b> Ensure all teachers consistently apply high-quality, adaptive teaching strategies to meet the needs of all pupils, particularly for SEND and disadvantaged.				
<b>Key milestones (By Christmas 2025):</b> Monitoring identifies specific strengths and areas for development linked to adaptive teaching strategies. SLT investigate these, draw on evidence-informed research and plan targeted actions for implementation.		<b>Key milestones (By Easter 2026):</b> Training provided on adaptive teaching strategies identified in the autumn term and monitoring shows consistent implementation across school.		<b>Key milestones (By July 2026):</b> Data analysis, book looks and other monitoring shows that PP and SEND pupils' have made good progress from their starting points.
<b>Suggested actions</b>	<b>Who?</b>	<b>Additional cost?</b>	<b>Action completed by?</b>	<b>Notes (if applicable)</b>
Identify lines of enquiry linked to inclusion and adaptive teaching.	SLT	None	December 25	
Review research evidence to identify key strategies to be implemented.	CB	Incorporated within leadership release time	January 26	
Design 4 staff CPD sessions to introduce staff to the agreed strategies. Identify success criteria (active components).	CB	None	March 26	
Staff to attend training sessions, review evidence and practise agreed strategies.	Staff	None	March 26	
Monitor implementation and provide opportunity for staff to feedback on progress so far.	SLT plus governors	None	Summer 26	
<b>Evidence of progress against objective 1:</b>				
<b>AUTUMN</b>				
Monitoring identified the following lines of enquiry: How can we develop our use of high-participation strategies to support active learning? Are questioning techniques used effectively to promote active learning? SLT then reviewed the evidence and put together a series of 4 staff training sessions.				
<b>SPRING</b>				
The focus of staff training in the spring term has been on evidence informed high engagement strategies to ensure all children are thinking and not passive learning. The two strategies of focus are cold call and think, pair, share. These have been introduced to staff over 4 sessions with rationale. They have been practised and are now being used in the classrooms. Early indications show good fidelity and many more opportunities for children to be active learners.				

**Priority 2:** Strengthen inclusion, pupil voice and wellbeing for all.

**Objective 2:** Extend pupil voice and leadership opportunities, particularly for SEND and disadvantaged pupils, to strengthen belonging, engagement and wellbeing.

**Key milestones (By Christmas 2025):**

Pupil premium strategy updated and published.  
Staff aware of challenges, intended outcomes and how the allocated money is to be spent.

Autumn term engagement highlights opportunities provided to and taken up by PP and SEND pupils, including case study examples.

**Key milestones (By Easter 2026):**

Evidence that feedback from pupil voice informs actions (e.g., environment, teaching materials).

Spring term engagement highlights increased opportunities provided to and taken up by PP and SEND pupils, including case study examples.

**Key milestones (By July 2026):**

All pupil groups represented in leadership/enrichment. Pupil voice evaluations show positive perceptions of inclusion and wellbeing.

Comprehensive personal development programme has been devised based on the pupil voice activities and feedback. This is published and launched to parents.

Suggested actions	Who?	Additional cost?	Action completed by?	Notes (if applicable)
Launch termly pupil voice forums (including PP and SEND groups). Act on pupil feedback and share visible outcomes ("You Said, We Did")	SENDCo	Included in SENDCo release time	End of each term	
Staff training on Pupil Premium strategy – what is it, what are our priorities, how is our money spent?	CB	N/A	December 2026	
Termly staff meetings dedicated to how we support disadvantaged children. Focus topics include: updates on attendance and engagement, discussion re barriers, progress, book looks and standards.	CB	None	End of each term	
Introduce class or subject ambassadors to represent all pupils	CB	None	December 2026	Class ambassadors, reading champions, sports leaders in Autumn. Maths ambassadors for Summer term 2026 after SATs.
Audit enrichment and leadership participation for inclusivity. Track engagement and review opportunities termly.	PE leads and PSHE lead	No added cost	End of each term	
Create case study example to track support, engagement and progress of identified individuals.	CB and LO	None	Summer 2026	
Evaluate impact through pupil surveys and focus groups	Governors	None	July 2026	
Create a "programme of personal development" to collate, signpost and celebrate all the opportunities provided.	PP working group	£200 release time	July 2026	

## **Evidence of progress against objective 2:**

### **AUTUMN**

PP strategy published and communicated to staff. Staff meetings delivered to focus on the importance for provision for disadvantaged children and how to support them. Staff working group set up to collect pupil voice, review opportunities and work on the personal development programme.

Key strengths identified from the Trust review included: Attendance, pastoral support for PP, SEND and inclusion, behaviour, the positive contribution made by the children and personal development. Review stated: "PP case studies, lunch time support, regular pastoral support, targeted maths teacher, music groups, attendance now improved, after school clubs, allows us to help children to be regulated. This was a comprehensive and positive case study and it was a privilege to hear the about the provision that has been made for these children. As with PP, for SEND, this was a comprehensive and positive case study and it was a privilege to hear the about the provision that school has made. On the evidence presented, the ethos and practice of inclusion is a strength."

### **SPRING**

Impact data to follow shortly.

<b>Priority 3:</b> Develop robust, evidence-based leadership and governance to drive sustained improvement.				
<b>Objective:</b> Establish clear and systematic approaches for collecting, analysing and using evidence to inform self-evaluation and school improvement.				
<b>Key milestones (By Christmas 2025):</b> Monitoring activities are aligned to SIP priorities and captured within a published annual monitoring timetable.  Monitoring demonstrates clear lines of enquiry linked to SIP priorities.  Autumn NPQH modules and clinics completed.		<b>Key milestones (By Easter 2026):</b> Framework communicated to governors and initial governor monitoring visit and evidence review completed.  Leaders begin to use a consistent approach to recording findings, strengths and next steps.  Spring NPQH modules and clinics completed.		<b>Key milestones (By July 2026):</b> Evidence and impact feed directly into the 2026–27 SEF and SIP, ensuring continuity in school improvement planning.  Summer NPQH modules and clinics completed.
<b>Suggested actions</b>	<b>Who?</b>	<b>Additional cost?</b>	<b>Action completed by?</b>	<b>Notes (if applicable)</b>
Create a clear evidence and monitoring calendar linked to SIP priorities.	HT	None	December 2026	
Standardise templates for evidence collection and analysis	SLT	None	December 2026	
Hold termly evidence review meetings with leaders	Governors	None	Termly meetings	Evidence in governor minutes
Develop a central evidence dashboard or summary log	SLT	None	July 2026	
Involve governors in evidence review and evaluation	HT and governors	None	July 2026	
CB to work towards the NPQH award	CB	Fully funded	Spring 2027	
<b>Evidence of progress against objective:</b>				
<b>AUTUMN</b> Milestones met. Monitoring timetable designed to be in line with school improvement priorities. Monitoring activities linked to staff training and initiatives implemented in the autumn term. NPQH modules completed and evidence of impact presented to governors and referenced in the school review conducted by the Trust.				
<b>SPRING</b> Clear plan for governor involvement in monitoring (linked to SIP priorities) presented to governors and agreed. The first visit took place with the Chair of Governors attending a staff meeting to review the impact of the Teaching Sequence for Writing training. In total, seven governor monitoring visits have been planned in. Electronic form devised to ensure there is a consistent way to collect evidence from governor monitoring visits. Findings can then be discussed at future governor meetings.				

## Governor monitoring requirements between now and July

What	When	Name of governor allocated	Point of contact
Attend a staff meeting to review the impact of the teaching sequence for writing training.	By end of May 2026	Amanda	Lizzie loates@arnovale.notts.sch.uk
Take part in a maths learning walk to review the impact of actions taken.	June 2026	Caroline	Chris cbaker@arnovale.notts.sch.uk
Take part in a learning walk to review the impact of actions taken regarding questioning and high participation strategies	By end of May 2026	Amanda	Chris cbaker@arnovale.notts.sch.uk
Review the impact of actions taken to support SEND and disadvantaged children.	June or July 2026	Caroline	Chris and Lizzie cbaker@arnovale.notts.sch.uk loates@arnovale.notts.sch.uk
Conduct a pupil voice activity linked to inclusion and wellbeing.	June or July 2026	Andrew	Chris cbaker@arnovale.notts.sch.uk
Annual review of the PE premium spending and action plan	By end of July 2026	Alison	Danielle and Terri dfallon@arnovale.notts.sch.uk telliott@arnovale.notts.sch.uk
Standard termly safeguarding (including SCR) and health and safety visits	By end of July 2026	Amanda Rob	Andrew arossington@arnovale.notts.sch.uk