

Henbury View First School

SCHOOL IMPROVEMENT PLAN 2025-2026



Key Priorities for 2025– 2026

See School Self Evaluation for key priorities.

Priority 1 – Leadership and Governance (Includes Behaviour and Attitudes, Attendance and Leadership at all levels, CPD)

Priority 2 – Teaching (Includes Leadership, Pedagogy, CPD)

Priority 3 – Curriculum (Includes Leadership, Pedagogy, CPD)

Priority 4 –Personal Development

Priority Objectives (No more than 4)

1. To ensure all pupils consistently understand, identify, and regulate their emotions using the Zones of Regulation framework, through aligned teaching strategies, shared language, and regular opportunities for reflection and practice across the school day.
2. To ensure consistency and alignment in teaching and learning by embedding consistent modelling practices across all classrooms, enabling staff to demonstrate high-quality instructional strategies that support student understanding and engagement.
3. To establish a consistent, whole-school approach to oracy that improves pupil engagement, confidence, and academic outcomes across all year groups.
4. To implement Forest School provision across the school to ensure that all pupils receive a minimum of six weeks of Forest School experience during their first academic year. This will be achieved by developing a structured timetable, training staff where necessary, and allocating appropriate resources to support outdoor learning. Progress will be monitored termly to ensure full coverage and quality of experience.

Success Criteria

1. Pupils can identify their own emotional state and link it to a zone. Zones of regulation are embedded across the school and pupils feel safe and supported to express their emotions.
2. All teachers will implement agreed modelling strategies consistently and approaches – focusing on I do, We do, You do. TA's will be confident to use strategies during interventions or when supporting individuals or groups/teaching whole class.
3. Staff will explicitly plan for oracy across the curriculum to move learning forward. There will be consistent agreed expectations.
4. A structured Forest School timetable is implemented, and all pupils will receive a minimum of 6 sessions during the year. Impact will be evaluated to develop Forest School further.

Target	Milestone Autumn 1	Milestone Autumn 2	Milestone Spring	Milestone Summer 1	Milestone Summer 2
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1.	Staff training completed Zones introduced to all classes with visual displays.	Pupils can name all four zones and identify their own zone. Pupils taught basic regulation strategies.	Pupils are able to reflect on emotional regulation. Peer support systems support emotional regulation.	Pupils demonstrate consistent use of strategies across the day. Zones used in transitions and unstructured times.	Zones of Regulation embedded in school behaviour policy.
Target	Milestone Autumn 1	Milestone Autumn 2	Milestone Spring	Milestone Summer 1	Milestone Summer 2
2.	Mentoring observations taken place. 2 staff meetings taken place. First section of handbook created.	Mentoring observations taken place. 2 staff meetings taken place. Second section of handbook created.	SLT learning walks to observe both skill building and skill rehearsal. SLT to meet and feed back to coaches. Staff meeting to feedback and review handbook.	Final outcome phase. Staff to select a chosen mentor observation. Handbook will be complete for English Learning journey.	Handbook complete.
Target	Milestone Autumn 1	Milestone Autumn 2	Milestone Spring	Milestone Summer 1	Milestone Summer 2
3.	Inset session delivered Observation of modelling oracy. Think, nest, pair, share used across school consistently. Staff model 'speaking clearly' across curriculum.	Staff meeting delivered Observations taken place. Culture of oracy developed (eg in assemblies) and systems in place.	Staff meeting delivered Progression of talk tactics and discussion roles written to show development in each year group. Actions developed and used in classrooms for each role.	Staff meeting delivered. Observations with a focus on routines for oracy. Possible sentence stems for each domain of oracy written and scripted with posters to support prompting.	Staff expectations for oracy planning written and agreed and implemented.
Target	Milestone Autumn 1	Milestone Autumn 2	Milestone Spring	Milestone Summer 1	Milestone Summer 2
4.	Establish a timetable template. Identify first group of pupils. Pilot first sessions with year 4.	Roll out sessions to year 3 Monitor engagement Review and replenish resources.	Roll out sessions to year 2. Monitor engagement. Gather mid year review.	Roll out sessions to year 1. Conduct quality assurance. Adjust delivery where necessary.	Roll out sessions to Foundation. Evaluate impact of forest school and plan for following year to enhance and extend universal offer for all pupils.

Objective 1	Actions	Lead Person/ CPD	Timescale	Monitoring and Evaluation
To ensure all pupils consistently understand, identify, and regulate their emotions using the Zones of Regulation framework, through aligned teaching strategies, shared language, and regular opportunities for reflection and practice across the school day.				
Half-term Review with staff				
Objective 2	Actions	Lead Person/ CPD	Timescale	Monitoring and Evaluation
To ensure consistency and alignment in teaching and learning by embedding consistent modelling practices across all classrooms, enabling staff to demonstrate high-quality instructional strategies that support student understanding and engagement.				
Half term Review with staff				
Objective 3	Actions	Lead Person/CPD	Timescale	Monitoring and Evaluation
To establish a consistent, whole-school approach to oracy that improves pupil engagement,				

confidence, and academic outcomes across all year groups.				
Half term Review with staff				
Objective 4	Actions	Lead Person/CPD	Timescale	Monitoring and Evaluation
To implement Forest School provision across the school to ensure that all pupils receive a minimum of six weeks of Forest School experience during their first academic year. This will be achieved by developing a structured timetable, training staff where necessary, and allocating appropriate resources to support outdoor learning. Progress will be monitored termly to ensure full coverage and quality of experience.				
Half term Review with staff				