



SHOLING INFANT SCHOOL

School Improvement Plan 2025 – 2026: Data Headlines

EYFS	Area	School 2024 - 2025	National 2024 - 2025	Target 2025 - 2026	School 2025 - 2026	National 2025 - 2026	Comments
	GLD	72.4	68.4				
	Reading	80.5	76.5				
	Writing	72.4	71.9				
	Number	81.6	79.4				
Phonics	Area	School 2024 - 2025	National 2024 - 2025	Target 2025 - 2026	School 2025 - 2026	National 2025 - 2026	Comments
	Year 1 Phonics	84.4	80.1	90			- Y2 Combined score includes 102 pupils - Low (33%) pass rate in 2025 Y2 cohort -has brought down the overall %. Provision 2025-26 has been improved to address this. - Y1 pass rate was lower than in previous years – changes to provision will improve this. Focus needs to be on Disadvantaged pupils and boys.
	Yr 2 retakes/comb	78.5	75.1				
KS1	Area	School 2024-25	National 2024-25	Target 2025-26	School 2025-26	National 2025-26	Comments
	Reading ARE+/GDS	79.8/25.0	71.6/19.3				% on track for GDS needs to be a focus 2025-26 as we are currently below national. - Boys writing in Y2 was lower than boys nationally.
	Writing ARE+/GDS	66.3/4.0	61.4/9.7				
	Maths ARE+/GDS	80.7/18.0	72.8/17.3				
	Combined ARE+/GDS	63.3/2.2	59.7/7				
	Science ARE+/GDS	92.1	NA				

CURRICULUM AND TEACHING	ACHIEVEMENT	INCLUSION	ATTENDANCE AND BEHAVIOUR	PERSONAL DEVELOPMENT AND WELLBEING	LEADERSHIP AND GOVERNANCE	EARLY YEARS
Further develop oracy across the curriculum to develop pupils' confidence and competence to communicate for a range of purposes as part of Voice 21.	Improve the % of pupils passing the phonic screen at the end of Y1 and Y2, with a focus on disadvantaged pupils and boys.	No specific priorities but see action plans for				Ensure that Oracy is integral to planning and provision in EYFS, improving outcomes in CL with a focus on speaking.
Develop teacher expertise to deepen pupils' knowledge as part of the teaching sequence.	Increase the % of boys achieving ARE in reading and writing.	• Attendance • SEND • PSHE				

CURRICULUM AND TEACHING				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
Further develop oracy across the curriculum to develop pupils' confidence and competence to communicate for a range of purposes as part of Voice 21.	- Oracy leads Y2 curriculum development face-to-face days as well as online meetings with Voice 21. Learning to be cascaded to all staff. - Oracy open mornings to be held at trust schools to develop staff knowledge. - Develop a progression document for Oracy to enable year groups to teach progressive content within each oracy aspect (physical, linguistic, social and emotional and cognitive) - Start planning discrete sessions for oracy based on the progression document. - Whole school CPD for all staff around the physical, linguistic, social emotional and cognitive elements of oracy, with a clear plan of which aspect of each strand is in focus each half term (action plan) - Review of planning to include opportunities for oracy - key questions and sentence stems to be used by pupils. - Oracy opportunities to be added to the long term foundation planning for History, Art and Science, initially.	- Progression document completed by autumn 1 - CPD for all staff half termly to review progress in terms of teacher competencies and pupils' skills. (supported by weekly Voice 21 updates) - Listening walks every two weeks. - Oracy to be a key part of all lesson monitoring - Review progress with Voice 21 - Changes to appreciation in place by autumn 2 - Assessment in place by autumn 2 - Orator awards (bronze) criteria established and in place by spring 1 - Poetry 'celebration ' assemblies in place by autumn 1.	- All aspects of the listening wheel are being used effectively by teachers and pupils are demonstrated listening skills consistently both in lessons and in the wider context of the school. - Paired talk is used consistently and effectively across the school enabling all pupils to participate actively in all aspects of lessons. - Sentence stems are used in all aspects of response to support all pupils to access responses and to develop a range of sentence structures which pupils can apply in a range of contexts.	SLT /Oracy champions LC VH

CURRICULUM AND TEACHING				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	• All classes to learn and recite daily a poem, selected by the English lead so that children build up a repertoire of poems that they know by heart. • Introduce orator awards for pupils to achieve in each KS1 year group. • Extra-curricular oracy opportunities e.g. oracy club/poetry club. • Appreciation to be a key part of oracy within and beyond the classroom, with both adults and children using sentence stems to show their gratitude for aspects of school life. • Consider how assessment in Oracy captures what pupils can do. • Visit to a primary oracy school to see best practice (Summerhill in Bristol and Liphook Infant)		• Pupils from all groups access the orator awards (inc D and SEND)	

CURRICULUM AND TEACHING: TARGET 1	
Half termly review:	
Half termly review:	
Half termly review:	

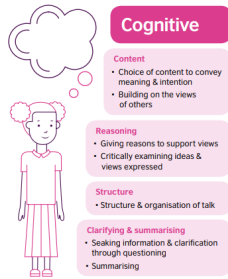
Half termly review:

Half termly review:

End of year review:

CURRICULUM AND TEACHING				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
Develop teacher expertise to deepen pupils' knowledge as part of the teaching sequence.	• TLR 3 postholder to work strategically on improving staff expertise in providing deepening opportunities for all pupils by: • Creating a guide to 'deepening' which includes exemplars of deepening opportunities in three focus foundation subjects-science, art and history. • Liaise with staff to include deepening opportunities in the foundation subjects. • Opportunities for staff to observe expert teacher teaching deepen lessons using the prescribed pedagogy. Observations to be facilitated by SLT • TLR lead to observe deepen lessons, providing any coaching required.	• Lesson monitoring termly. • Work scrutiny half termly. • Foundation data termly	• Pupils' knowledge across target curriculum areas is deepened through planned opportunities enabling them to apply subject specific content to a range of contexts. This is evidenced through pupils' books as well as pupil conferencing by the TLR 3 leader. • Oracy is used to support children being able to reason, explain and justify their ideas through consistent use	SLT

CURRICULUM AND TEACHING				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	• TLR lead to liaise with JH to plan the INSET. • TLR to monitor pupils books to evaluate the impact of CPD on pupils learning. • TLR lead to liaise with oracy lead to ensure that the opportunities for the cognitive strand are coherently planned for using the Oracy progression document. • INSET from Jonathan Hannam on 'Deepening' through questioning. • Introduce Teacher talk tactics in foundation subject 'deepen' lessons as linked to oracy CPD delivered by VH • VH to provide opportunities for pupils to expand and justify their ideas. All talk tactics covered by the end of the academic year, but gradual introduction. • Focus on the cognitive strand from Voice 21 to ensure that pupils can give reasons to support their views/express ideas and opinions/clarify and summarise etc		of teacher and pupil talk tactics.	

CURRICULUM AND TEACHING				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	 ● Develop Y2 oracy to include the specific skills needed in the roles of ‘the Instigator, the Builder, the Challenger, the Clarifier, the Prober and the Summariser’ ● Begin to develop talk groupings beyond talk pairs. ● Continue to develop staff understanding of the application of the teaching sequence to ensure that ‘deepening’ is not always at the end of a lesson but is a lesson in its own right and is closely linked to our oracy strategies. ● CPD from the Voice 21 videos shared in PDM to exemplify best practice in terms of the cognition strand. ● Develop ‘deepen’ tasks for all units of work designed to develop pupils’ ability to offer reasons (Y1) explain ideas and events(Y1) ask questions to			

ACHIEVEMENT				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
Increase the % of boys achieving ARE in reading and writing	● Focus on developing de-codable skills in reading for boys targeted as vulnerable to underachievement, in reading sessions. ● Ensure that reading activities, including reading aloud are motivating for boys and appeal to their interests- review the reading spine to ensure that all books continue to meet the needs of boys. ● Provision for target boys mapped out at the start of the year and reviewed termly, as part of a provision map. ● Boys vulnerable to underachievement receive additional reading support from the start of the year. This is to include additional phonics Keep up. ● Phonics lesson repeated daily for target pupils. ● CPD on the guidance in the Writing Framework in autumn 2025 ● Review provision in handwriting ensuring that: - children are taught explicitly correct pencil grip/posture etc. - The progression of handwriting and letter formation is separate from the teaching of phonics.	● Half termly assessments-LW ● Termly assessment data for reading ● Half termly phonic screen checkpoints. ● Work scrutiny in writing/reading ● Reading conferences termly	● Reading targets met: - YR-targets to be added at the end of Autumn 1 - The % of boys achieving at least EXS at the end of Y1 in reading , reflects the outcomes in EYFS in word reading - Y1-85%+ of boys achieve the EXS+ in reading. - 85%+ of boys achieve the PSC standard. - Y2 outcomes in reading demonstrate accelerated progress for boys with 70%+ boys EXS or above in reading.	All staff

ACHIEVEMENT				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	- in YR summer born boys receive additional opportunities to develop FMS - guided handwriting sessions not whole class - half termly assessments in handwriting • Reviewed planning and provision for writing in Y1 to secure handwriting, sentence writing and spelling through dictation before moving onto writing independent outcomes (sentences). Pupils moved on only when they have mastered these skills. • CPD on the writing framework • Coaching opportunities for staff in the teaching of both reading and writing.		• Writing targets met	

ACHIEVEMENT: TARGET 1
Half termly review:
Half termly review:
Half termly review:

Half termly review:

Half termly review:

End of year review:

ACHIEVEMENT				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
Improve the % of pupils passing the phonic screen at the end of Y1 and Y2 with a focus on boys and disadvantaged pupils.	- Pupils receive 2X phonics lessons daily (consider adaptation for pupils who achieved a high LW assessment in summer term) - All pupils who failed to reach the standard of the PSC in Y1 receive additional phonics support for phase 5 daily (AM) - All pupils who failed to reach the standard of the PSC receive daily high quality phonics teaching at phase 5 from a teacher (BR) - All pupils who failed to reach the standard of the PSC receive daily LW reading sessions (AM) - Y1 D pupils receive additional 1:1 support 2X weekly focusing on LW gaps. (LH)	- Half termly PSC - LW assessments termly	90% + pass the PSC at the end of Y1 85% of Y2 pupils re-taking the PSC achieve the standard.	LH VH BR

EYFS				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
Ensure that Oracy is integral to planning and provision in EYFS, improving outcomes in CL with a focus on speaking .	● CPD on ShREC 'serve and return' interactions for all staff. What does the research tell us about the impact of 'early interactions' and their impact. ● Identify focus pupils for interactions with adults in BBT by week 2 and ensure that all adults are skilled and confident in high quality interaction, using the SHREC approach. (Focus on disadvantaged/ summer boys.) Weekly reviews on the progress of specific pupils. ● Review the way in which pupils narrate their planning and reviewing for BBT, to ensure that taught speaking and listening skills are used by all pupils. ● Disadvantaged pupils and those with lower levels of	● monitoring of Oracy provision half termly by EYFS leader. ● SLT monitoring termly ● Oracy walks by Oracy lead ● Analysis of progress data for CL ● HAMWIC reviews of provision with Claire Harvey.	● Improved outcomes in CL for Disadvantaged, EAL and SEND pupils based on the termly data drops. ● Both S and LA are above the national % at the end of EYFS for all pupils and for all vulnerable pupils .	NF SLT all staff in EYFS

EYFS				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	language receive regular small group story sessions. • Adults repeatedly read the same stories, knowing that this strategy is particularly effective in promoting word learning. • Introduction of small circle time to develop specific language structures using sentence stems - see progression documents. • Key questions and vocabulary posters to be in place next to each BBT activity. • Oracy games used as part of BBT, following the oracy progression for language structures. • Introduction of sentence stems for Vocab Vicki sessions. • Increased use of role play in BBT - range of contextual opportunities. Adults participating in play and modelling vocabulary and			

EYFS				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	sentence structures e.g. Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. (Pop up role play areas linked to themes) • Teacher talk tactics • Progression doc for planning and reviewing			

EYFS: TARGET 1
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