Sholing Infant School School Improvement Plan 2026-27

<table>
<tr><th>Curriculum and teaching</th><th>Achievement</th><th>Inclusion</th><th>Attendance and behaviour</th><th>Personal development and wellbeing</th><th>Leadership and governance</th><th>Early years</th></tr>
<tr><td>• Continue to develop the oracy curriculum so that all pupils have the opportunity and skills to learn to talk and through talk.</td><td>• Continue to improve the % of pupils reaching the standard of the PSC at the end of Y1 to 90%+ with a key focus on Disadvantaged and other vulnerable groups.</td><td colspan="3">No specific priorities but see action plans for

• Attendance
• SEND
• PSHE</td><td>• Sustain the improved outcomes in YR to at least meet the 75% + expectation in relation to GLD, with a key focus on Disadvantaged and other vulnerable groups.</td></tr>
<tr><td colspan="2">• Continue to strengthen the writing curriculum, ensuring that outcomes in Y2 reflect the strong foundations established in EYFS and Y1, positively impacting on outcomes, with a key focus on boys.

• To ensure that the foundational knowledge in maths is coherently and effectively planned and taught to enable all pupils to make good progress, impacting positively on outcomes.</td><td colspan="5"></td></tr>
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Curriculum and teaching/Achievement				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
Continue to develop the oracy curriculum so that all pupils have the opportunity and skills to learn to talk and through talk .	• Develop a progression document for each domain in oracy to enable teachers 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. • Oracy walls are evident and used in all classrooms. • Review Talk Tactics planning building on the progress that all pupils have made in the current year. • Increase the repertoire of talking in different sized groups for different purposes. (in KS1) • CPD for TAs on oracy to develop subject knowledge. Focussing on domains? • Develop planning in three more focus subjects, DT geography and PE to ensure that opportunities for oracy are threaded through all curriculum areas, giving pupils the opportunity to describe, explain and reason, when deepening their knowledge. • Consider how evidence for pupils deepening knowledge is gathered	• Progression document completed and associated planning for autumn 1 ready to use in September. • Talk Tactic planning in place for autumn 1 • Staff confidence questionnaire on teaching oracy termly • Listening walks every two month. • Pupil conferencing termly. • Oracy to be a focus in all lesson monitoring • Review progress with Voice 21 termly • Accreditation document completed and submitted by the end of spring 2. • Assessment passport in place by autumn 2 • Orator awards silver and gold criteria established and in	High quality planning is used to facilitate strong teaching in which oracy is intrinsically linked, whether through discrete lessons or across the curriculum. Planning is completed for PE DT and Geography Staff confidence in teaching oracy is evidenced through termly questionnaires, any development needs are identified and CPD put in place. Orator awards are accessed by all pupils , with a focus on ensuring participation by pupils who are disadvantaged/SEN/vulnerable. Oracy passports linked to oracy domains provide an accurate picture of pupils	SLT /Oracy champions

Curriculum and teaching/Achievement				
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	in these lessons, ensuring that high expectations for subject specific knowledge are in place. Evidence gathered through pupil conferencing for the lowest 20% and disadvantaged. ● Develop assessment in oracy-passport to demonstrate what pupils can do. ● Develop oracy floor books to celebrate what pupils have achieved and experienced. ● Apply for the Voice 21 accreditation. ● Oracy lead to review the poetry progression to ensure that the range of poems performed reflect the diversity of modern Britain and include both classic poems as well as current authors. ● Further develop the orator awards to include silver and gold. ● Develop extra-curricular oracy opportunities e.g. oracy club/poetry club. ● Target pupils (D/SEND/EAL) identified and are focus pupils for questioning and response in all lessons, following the LW model of ARE first , then focus child before returning to everyone.	place by autumn and spring 2 respectively.	competencies and confidence in oracy. Parents understand the school's approach to oracy and have the tools to support their child's oracy skills at home through the opportunities provided.	

Curriculum and teaching/Achievement				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	● Consider how assessment in Oracy captures pupils skills. ● Develop parents understanding of oracy and the impact of the school's work through a range of opportunities to see oracy in action.			
Half termly review:				
Half termly review				
Half termly review:				
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Half termly review:				
Continue to strengthen the writing curriculum in Y2 ensuring that outcomes reflect the strong foundations established in EYFS and Y1.	● Review writing milestones and ensure that they provide sufficient challenge and support for pupils at all levels. ● Map out lesson by lesson journey for a three week writing module, building in retrieval/recap and effective modelling as well as modelled, shared and guided writing opportunities. (Hamwic	● Half termly monitoring of writing books by SLT ● Books sampled by Eng leaders during MAST two weekly ● Planning monitored by English leaders and feedback given. ● English leads sample books as part of their	Writing outcomes are at least in line with national for all groups (based on Perspective Lite data) Outcomes for disadvantaged pupils are at least in line with the same group nationally.	English leads LH TS

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	planning to be referenced in this task) ● Writing toolkits for each teacher - shared as CPD by the year leaders. ● Consider the use of the HAMWIC Y2 writing planning modules ● Review the texts used to support writing across KS1 and ensure that the planned writing outcomes maximise pupils opportunities to compose and write coherently as well as appealing to their interests. ● Ensure that planning at the start of Y2 is aligned to the end of Y1 milestones and does not result in cognitive overload in relation to text type and composition expectations. ● Ensure that transcription skills are the focus for Y2 pupils who have not mastered them, avoiding cognitive overload for pupils not yet ready to compose independently. ● Ensure that right from the start, Y2 pupils have daily handwriting and sentence writing explicit teaching. Ensure that pupils are given sufficient opportunity to join their writing as per the	2 weekly MAST, checking for a range of pupils that provision matches need and that progress is as expected. ● SLT review books against the milestones half termly. ● Writing monitoring 2X over the course of the year. ● English leads sample books as part of their 2 weekly MAST, checking for a range of pupils that provision matches need and that progress is as expected. ● SLT review books against the milestones half termly. ● Writing monitoring 2X over the course of the year. ● Y2 teachers moderate sample pupils at WTS	All pupils who achieved a GLD in EYFS achieve at least the EXS+ Pupils who did not achieve the GLD in EYFS but who have an EXS target, achieve this at the end of KS1.	

Curriculum and teaching/Achievement				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	handwriting progression and milestones documents. ● Ensure that pupils have sufficient opportunity to proofread their independent writing to correct errors in transcription right from the start. ● Reduce the pace at which pupils write for different audiences and purposes as per the writing milestones, so that pupils have opportunities to practise their narrative writing on many occasions. ● Adapted writing journey used only for pupils working on the 'Building Blocks' ● Revisit CPD on the principles of the writing framework to ensure all teachers, including ECTs have a secure understanding, enabling them to teach consistently high quality lessons. ● Pupils with GDS targets – ensure that editing CPD starting with narrative and increasing through year. ● Where appropriate allow time for children to 'publish' their writing to demonstrate the editing and improving that they have done.	EXS and GDS after each writing outcome. ● SLT review books against the milestones half termly. ● Writing monitoring 2X over the course of the year.		

Curriculum and teaching/Achievement				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	• Staff CPD on the HAMWIC writing barriers strategies – all staff to develop a toolkit' of adaptations to address identified barriers of specific pupils in their class. • Writing journeys to have more opportunities for independent 'mini' writes for children to apply the skills independently			
Half termly review:				
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Half termly review:				
Continue to Improve the % of pupils reaching ARE in phonics at the end of KS1 and at the end of Y1 to above 90%	• Ensure that the reading milestones in EYFS are achieved through half termly benchmarking, so that the majority of pupils are ready for phase 5 by autumn 1 in Y1. • Ensure that the 'Keep up and catch up ' offer in YR is robust and leads to accelerated progress.	Half termly PSC LW assessments half termly LW three weekly assessments for pupils receiving' Keep up' Termly lesson monitoring by English leads as well as regular learning walks.	All LW teaching consistently adheres to the fidelity of the scheme, leading to high outcomes for all pupils. Little Wandle heatmaps show that the majority of pupils are making	LH VH

Curriculum and teaching/Achievement				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	● Reading lead to deliver half termly LW CPD to all staff to keep practice updated. ● Monitoring of LW teaching termly through learning walks. ● LW training for ECTs X2 joining the school in September, and coaching available. ● LW assessment heatmaps and their implications are reviewed with the reading lead each half term, with a plan devised to achieve accelerated progress for named pupils if needed. ● LW non negotiables put in place. ● All pupils receive at least 3 reading sessions per week with an adult. ● Pupils receive 2X phonics lessons daily. ● All teachers deliver frequent repetition of the GPCs/tricky words and additional blending practice throughout the day, in a 'phonics first' approach. ● EYFS and Reading lead, analyse assessments, providing feedback to teachers each half term in terms of what is needed in the subsequent term. ● All pupils who failed to reach the standard of the PSC in Y1 receive		progress in line with expectations. 90% + pass the PSC at the end of Y1 95% of Y2 pupils re-taking the PSC achieve the standard. Outcomes for Disadvantaged pupils are at least in line with the same group nationally	

Curriculum and teaching/Achievement				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	additional phonics teaching in Y2 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 additional LW reading sessions (AM) ● Y1 D pupils receive additional 1:1 support 2X weekly focusing on LW gaps. (LH) ● Parents are supported from the start of the year with embedding the learning at school with home learning. ● Assessments using past papers are completed each half term from autumn 2 to track progress and provision for each child amended depending on outcome. ● ECTs attend Little Wandle CPD through the trust offer, before teaching, also opportunities to observe expert practice as part of ECT release time.			
Half termly review:				
Half termly review:				

Curriculum and teaching/Achievement				
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Half termly review:				
Half termly review:				
To ensure that the foundational knowledge in maths in KS1, is coherently planned and taught to enable all pupils to make good progress, impacting positively on outcomes.	• Progression document to be reviewed to ensure that multiple methods are not used particularly calculation, reducing cognitive overload. • Progression for calculation to include vocabulary and sentence stems to support teachers with planning. • Long term planning to be reviewed to ensure that pupils have sufficient time to practise calculation methods, ensuring that agreed methods are embedded in long term memory. • Link with SJS to ensure that methods of calculation align precisely and Y2 pupils are well prepared for Y3 • KS1 overview enables pupils to practise and apply their calculation skills sufficiently frequently, enabling this knowledge to be committed to long term memory. • Y1 teachers work with YR leader to ensure that their understanding of the expected starting points in Y1 are well understood.	Weekly maths MAST used to support ECTs. Maths learning walks half termly Maths monitoring in the autumn term. Progress reviews termly SLT review of maths books half termly. Maths leader completes a QLA following half termly maths assessments.	Pupil conferencing by the maths leader demonstrates that pupils at all levels are confident in using the taught methods to calculate and can apply this to reasoning and problem solving too. Maths outcomes at the end of KS1 are in line with the targets set and above the national % for all pupils. Outcomes for Disadvantaged pupils are at least in line with the same group nationally All pupils who achieved a GLD in EYFS maintain progress to achieve EXS+ at the end of Y1 and KS1	**NF**

Curriculum and teaching/Achievement				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	● Review provision for 'Fluent in 5' Consider sessions for 'revision' every week/2 week when previous content is retrieved. ● Unit planning is scrutinised by the maths leader to ensure that retrieval practise picks up Y1 starting points rather than lessons being used to re-teach specific objectives. Feedback and coaching provided. ● Retraining on mastering number for ECTs			

EYFS				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**

Sustain the improved outcomes in YR to at least meet the 75% + expectation in relation to GLD	Continue to work with SE RISE schools to share best practice. Online meetings with Marnel Infants -LH NF and visit to Front Lawn in autumn 1. Engage with Best Practice work available through the HAMWIC school improvement strategy-Best Start.(CP) Ensure that provision meets the needs of all pupils , with a focus on boys, in a boy heavy cohort (54 boys and 36 girls) Work with HAMWIC (CP) Engage with the Pedagogy and teacher development opportunities work offered by the trust. BG to access any 'New to YR' CPD Continue with coaching for all staff, building on the strengths of this academic year.(NF TS) Review provision in the following prime areas to reduce barriers for pupils who are disadvantaged, including those who have SEND and other barriers identified (Based on RISE CPD) PSED			

	● Whole staff training and resourcing of sensory circuits, to support pupils' in the moment ' to support focus and concentration, and enabling 'learning readiness' ● Extend the use of TEACCH trays to ensure that pupils who are unable to maintain concentration and focus for the duration of an input have appropriate provision. ● All staff to receive refresher training on Attention autism, enabling this intervention to be delivered by multiple staff. CLL ● Increased opportunities for pupils to engage in high quality SHREC interactions with adults through carefully planned enhanced opportunities, which clearly identify the key vocabulary and questions to be used. (5X planned opportunities repeated throughout the week) Posters created to support staff with interactions at enhanced provision include vocab/questions and essential knowledge.			

	● Must do jobs are vocabulary and language focused and are accessed by all 'target' pupils as a non-negotiable (D SEND EAL) Records maintained to track participation. PD ● Review provision for effective development of gross motor skills in CI time so that - every BBT offers opportunities to crawl, balance, swing and climb etc -every BBT offers more provision for loose parts play, dance and ball games - the climb around is available in each BBT -opportunities for' big movements ' are available in every BBT session - Review timetable and provision to ensure this is possible			
Half termly review				
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Half termly review: