

St. John's C of E Primary School (VA), Cliviger

School Improvement Plan 2026-2027

SIP 2026-2027		
Priority: To ensure the curriculum is ambitious, coherently sequenced and implemented through consistently effective teaching so that all pupils know more, remember more and can do more over time.	Year 2026-2027 Senior Leader: Naomi Healey, Rob Klee, Andrea Johnston, Leanna Moran Governor:	Finance Plan - How much will the plan cost -
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. • Teachers and teaching assistants clearly articulate curriculum intent, key knowledge and progression for their subjects. • Teachers and teaching assistants break learning down into clear, precise core knowledge which pupils can successfully achieve. • Foundational knowledge (phonics including KS2, handwriting, spelling, grammar, number facts) is taught consistently and becomes automatic, freeing up working memory. • Rosenshine's Principles of Instruction are embedded in everyday classroom practice, including modelling, guided practice and regular checking for understanding. • Teachers and teaching assistants consistently check learning throughout lessons and address misconceptions immediately through verbal and live feedback.	

	• Pupils are appropriately challenged, with increased opportunities to deepen learning and achieve higher standards, particularly at Greater Depth in KS2 maths and grammar. • Adaptive teaching ensures that pupils with SEND, disadvantaged pupils and vulnerable groups access the full curriculum. • Subject leaders, including those new to role, confidently monitor, evaluate and articulate the impact of their curriculum. • Pupils demonstrate positive attitudes to learning, strong behaviour for learning and pride in presentation.			
Intent	Lead person accountable for the action (IMPLEMENTATION)	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Senior leaders and subject leaders will review and refine curriculum intent so that progression, key knowledge and vocabulary are clearly defined in every subject. • Subject Leaders will review current provision in their subjects and create progression maps with clearly defined outcomes and expectations. • Vocabulary mats reviewed by Subject Leaders • Pupil Voices carried out by Subject Leaders to check the key knowledge of groups of children.	R Klee SLT	Autumn term (Reviewed in Spring)	Professional Development meetings - Sep and then termly Subject Leader meetings	Subject Leader time
Senior leaders will embed Rosenshine’s Principles of Instruction consistently across school through professional development and coaching. • Continued use of Walkthru materials to further embed ‘effective questioning’ and ‘checking for understanding’ concepts.	SLT and all staff	Autumn - July	PD meetings	Walkthru materials

• Coaching model to implement Walkthru focus of adaptation (including challenge). • SLT to lead termly CPD with Teaching Assistants with Walkthru focus. • Subject Leaders to monitor implementation and impact in learning walks and coaching.				
Subject leaders, including those new to role, will use monitoring activities to evaluate curriculum impact and support colleagues to improve practice. • Use of Subject Leader time to visit classrooms during learning time and to work collaboratively with colleagues to improve practice. • Protected time to deliver feedback in a timely and professional manner. Staff will develop consistent and effective checks on learning within lessons to identify misconceptions and address them immediately through verbal and live feedback. Staff will continue to use the 'coaching model' to help develop these checks. • All staff, including Teaching Assistants, continue to use the embedded Walkthru techniques to check learning and understanding. This includes but is not limited to: cold	All staff All staff	Autumn - July	PD meetings Coaching	Subject Leader time

calling, probing questions, think, pair, share techniques, show me whiteboards and partner talk. • All staff will ensure that adaptive teaching is part of their daily classroom practice and that there is an appropriate level of challenge for all abilities of learners. • Use of the coaching model on a termly basis to implement and monitor and evaluate the effectiveness and impact.				
Teachers will plan tasks that appropriately match prior knowledge and provide challenge to deepen learning and raise attainment, including GD outcomes at KS2. • Progression maps in all subjects ensure that outcomes are appropriate to the needs and abilities of learners and there is sufficient challenge. • Intervention/support will also cater for more able pupils in Maths and English. • Further support will be provided to children to become fluent in recalling their times tables. Guidance will be given by the Subject Leader.	SLT	Autumn to July	Coaching	
Adaptive teaching will be formalised across all subjects so that all pupils, including SEND, disadvantaged and vulnerable access ambitious curriculum content.	S Pickup and all staff	Autumn (Reviews in Spring)	Evidence informed PD	

• Subject overviews will be implemented by Subject Leaders and monitoring time will be used to observe these strategies in practise. • Use Pupil Voice to gather information on how these strategies are being implemented and their effectiveness. • Use PDMs to ensure staff are confident in using the new formats and address any challenges ensuring consistency across all subject areas.					
Teaching assistants will be deployed effectively to support learning and independence in line with EEF guidance. • Half termly CPD delivered by SLT with Teaching Assistants using Walkthru materials and EEF resources. • Use of coaching model to observe the impact within classrooms. • Opportunities for further CPD for Teaching Assistants e.g HLTA training.		SLT	Autumn to July	TA CPD	EEF Guidance Walkthrus
Monitoring – to feed into the weekly timetable					
Who	What	Where	When	External Validation	

Senior Leaders in conjunction with all staff	Instructional coaching sessions, Professional Development Meetings and bite-size teaching assistant meetings, walkthrough, team teaching descriptive data, pupil voice,	Across the school, including Foundation Stage and both Key Stages	Time will be allocated in Professional Development Meetings to feed back how training to teaching assistants is embedding. Within Management Time, teaching assistants will be trained with pupils from a class.	School Advisor Governors
Impact: <i>What will the outcomes be?</i>		Update <i>How close are you to the stated outcomes?</i>		Final Evaluation <i>Have the intended outcomes been achieved?</i>
- All pupils, including those with SEND and those who are disadvantaged, make good or better progress. - Pupils know more and remember more over time across the curriculum. - Teaching is consistently strong, with effective checks on learning and immediate feedback. - Improved attainment and increased Greater Depth outcomes, particularly in KS2 maths and grammar.				

• Subject leaders confidently articulate strengths and next steps based on evidence. • Pupils show positive behaviour for learning, strong engagement and pride in their work		
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Evaluation of impact of the School Improvement Plan 2026-2027 For the Head teacher's report to Governors		Staff Member Responsible for the plan: R Klee, L Moran & SLT
Actions and impact		Next Steps
Autumn 2026		•
Spring 2027		•
Summer 2027	•	•

'Love one another as Jesus loved us' John 13 v 34-35

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Respect-Joy-Love-Trust-Hope-Kindness-Forgiveness-Truthfulness