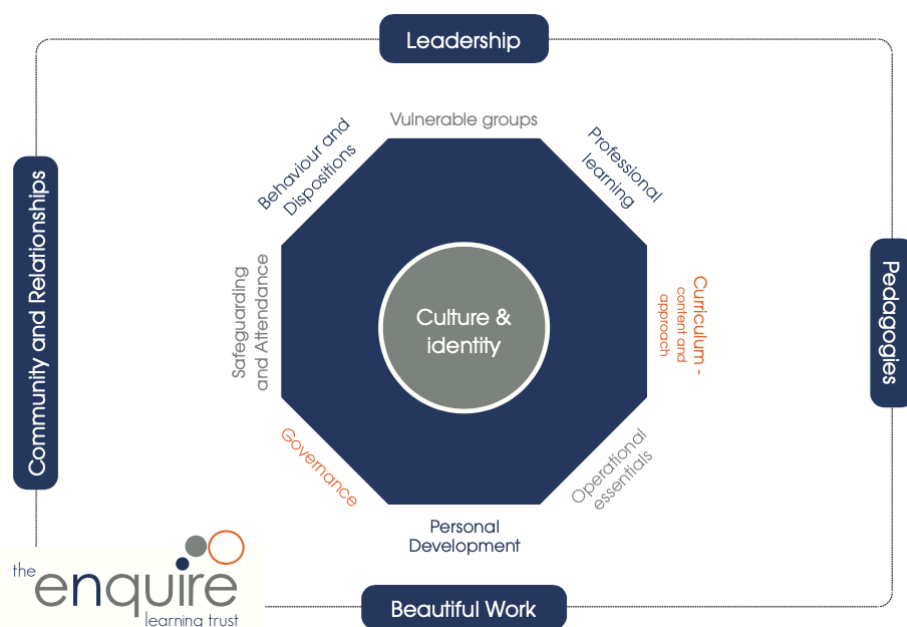


Enquire Learning Trust

Academy improvement plan 2026-2027



Welholme Academy



Our Vision:

Our aim is that Welholme Academy is a safe and nurturing place, where all children, staff and visitors feel welcome and valued and believe that together we can achieve anything. Children learn best when they are happy and confident and we want every child to achieve the very best they can. We encourage them to challenge themselves and to be proud of all their achievements.

Improvement Plan 2026-2027

Priority 1: To improve reading outcomes through a consistent, evidence informed approach to reading instruction and reading for pleasure.

Priority 2: To raise writing attainment by developing pupils' transcription, composition, spelling and punctuation.

Priority 3: To enhance mathematical achievement through the development of fluency, reasoning and problem solving within a mastery approach to mathematics.

Priority 4: Embed a positive culture of high expectations, respectful behaviour and outstanding attitudes to learning.

Enquire Learning Trust Primary Academy Improvement Plan 2026-2027 	Priority 1 To improve reading outcomes through a consistent, evidence informed approach to reading instruction and reading for pleasure.	Impact – What is the desired outcome for this priority? - Improved outcomes by a minimum of 5% in every class / year group. - Pupils read fluently, accurately and with good comprehension. - Reading attainment increases across all year groups, with more pupils achieving age-related expectations and greater depth. - Pupils develop a genuine enjoyment of reading and engage regularly in reading for pleasure. - Gaps in reading attainment between disadvantaged pupils and their peers diminish.
Leadership Activities	How will practice and provision look if we are successful in this priority?	
- Fidelity to the school's chosen phonics approach (including SSPs where used); monitor half-termly (minimum). - Ensure all children read decodable books matched to phonics stage - Daily targeted practice for the lowest 20% readers. - Conduct reading-fluency screening every half term. - Daily same-day keep-up interventions following RWI structure for any children who are at risk of slipping behind - Introduce and embed the non-negotiables for decoding, fluency, vocabulary, retrieval, inference, comprehension and response. - Establish coaching and mentoring opportunities to develop teacher expertise in reading and phonics (model lessons, paired teaching lessons, opportunities for staff to observe good practice across school). - Support teachers in using assessment information to adapt reading instruction. - Conduct regular learning walks focused on reading instruction and pupil engagement. - Monitor consistency of practice against agreed reading expectations. - Undertake pupil voice activities to evaluate attitudes towards reading. - Carry out book looks and reading record reviews to monitor reading engagement. - Ensure targeted reading interventions are evidence-informed and rigorously evaluated. - Develop strategies to increase reading engagement and home-reading participation among targeted pupils. - All staff are using the assessment system accurately and effectively so that they have a clear oversight of what pupils know and where the gaps in learning are. This is translated into accurate data collections. - All SEND pupils are given work that meets needs, is challenging for the pupil, and ensures that they make progress. Staff have high expectations for all pupils but especially those pupils with SEND and disadvantaged. - Oracy will be embedded ensuring that purposeful talk, high-quality questioning, discussion and structured vocabulary development support pupils to articulate their thinking, deepen understanding and improve outcomes in reading, writing and mathematics.		- A consistent approach to the teaching of reading is evident across the academy. - Pupils read with increasing fluency, accuracy and confidence. - High-quality reading instruction is delivered in all classrooms. - Vocabulary development is explicitly taught across the curriculum. - Reading interventions are targeted, timely and demonstrate impact. - Teachers use assessment information effectively to identify and address gaps in reading. - Reading for pleasure is embedded within the school culture. - Classrooms and shared spaces promote and celebrate reading. - Pupils talk enthusiastically about books, authors and their reading experiences. - Attainment and progress in reading improve across all pupil groups.
Autumn Milestones (What needs to happen this term to be on track with the priority?) - Half termly monitoring of phonics – re-group as necessary. - Reading fluency checks (aligned with assessment cycle). - Introduce non-negotiables for reading - Sharing NTG plans (MC children identified) - Establish a monitoring cycle for phase and subject leaders. - RWInc parent meetings (Aut 1) - Audit assessment data for accuracy (PPM in line with Ass. Cycle). - Review interventions and ensure pupil needs are targeted.	Spring Milestones - Half termly monitoring of phonics – re-group as necessary. - Reading fluency checks (aligned with assessment cycle). - Monitor impact and use of non-negotiables - Reviewing and updating NTG plans - Monitor progress of MC children - Embed monitoring cycle (phase and subject leaders) - Audit assessment data for accuracy (PPM in line with Ass. Cycle). - Review interventions and ensure pupil needs are targeted.	Summer Milestones - Half termly monitoring of phonics – re-group as necessary. - Reading fluency checks (aligned with assessment cycle). - Monitor impact and use of non-negotiables - Reviewing and updating NTG plans - Monitor progress of MC children - Review monitoring cycle. - Audit assessment data for accuracy (PPM in line with Ass. Cycle). - Review interventions and ensure pupil needs are targeted.
Collaborative Advantage Trust priorities - SEN enquiry – invite Hub SENCos		

Enquire Learning Trust Primary Academy Improvement Plan 2026-2027 	Priority 2 To raise writing attainment by developing pupils' transcription, composition, spelling and punctuation.	Impact – What is the desired outcome for this priority? - Improved outcomes by a minimum of 5% in every class / year group. - Writing attainment improves across the academy, with increasing numbers of pupils achieving age-related expectations and greater depth. - Pupils write accurately, applying spelling, punctuation and grammar effectively. - Pupils demonstrate increased stamina, independence and confidence in writing. - High-quality writing is evident across the curriculum and for a range of audiences and purposes.
Leadership Activities - Adhere to the Trust's EYFS Writing Continuum document and the Reception Writing Guidance and Expectations document. These are supported by Ofsted's Writing Framework and Strong Foundations. - Regular handwriting instruction in Reception in small groups. - Systematic dictation across Reception and Y1 to build transcription fluency. - Daily fine-motor and gross-motor strengthening. - Avoid early extended writing until transcription is secure. - Introduce and embed the non-negotiables for handwriting, spelling, construction, punctuation, grammar and editing. - Support teachers in using effective scaffolding to develop pupils' independence as writers. - Facilitate coaching, peer observations and sharing of best practice in writing instruction. - Conduct regular learning walks focused on writing instruction and pupil engagement. - Complete book scrutinies to evaluate writing quality, progression and consistency of expectations. - Use pupil voice to evaluate confidence, enjoyment and attitudes towards writing. - Provide CPD for staff on spelling instruction, embed a consistent whole-school approach and monitor the delivery of this. - All SEND pupils are given work that meets needs, is challenging for the pupil, and ensures that they make progress. Staff have high expectations for all pupils but especially those pupils with SEND and disadvantaged. - All staff are using the assessment system accurately and effectively so that they have a clear oversight of what pupils know and where the gaps in learning are. This is translated into accurate data collections. - All SEND pupils are given work that meets needs, is challenging for the pupil, and ensures that they make progress. Staff have high expectations for all pupils but especially those pupils with SEND and disadvantaged. - Oracy will be embedded ensuring that purposeful talk, high-quality questioning, discussion and structured vocabulary development support pupils to articulate their thinking, deepen understanding and improve outcomes in reading, writing and mathematics.		How will practice and provision look if we are successful in this priority? - A consistent approach to the teaching of writing is implemented across the academy. - Teachers model high-quality writing and explicitly teach the writing process. - Spelling, punctuation and grammar are taught systematically and applied effectively in independent writing. - Pupils demonstrate increased stamina, accuracy and independence when writing. - Vocabulary is taught explicitly and used effectively by pupils to enhance their writing. - Opportunities for purposeful writing are evident across the curriculum. - Feedback and assessment are used effectively to support pupils' next steps. - High-quality presentation and pride in written work are evident. - Writing outcomes improve across all year groups and pupil groups. - An increasing proportion of pupils achieve age-related expectations and greater depth.
Autumn Milestones (What needs to happen this term to be on track with the priority?) - Introduce new writing progression (EY – KS1) - Introduce new handwriting programme in EY. - Sharing NTG plans (MC children identified) - Establish a monitoring cycle for phase and subject leaders. - Audit assessment data for accuracy (PPM in line with Ass. Cycle). - Review interventions and ensure pupil needs are targeted. - Staff CPD – spelling (Aut 1), grammar (Aut 2) - Strong Foundations CPD – RC (16.9.26.) - Phonics (critical learners) – Y1 teachers (7.10.26.)	Spring Milestones - Monitor writing progression. - Monitor handwriting programme. - Reviewing and updating NTG plans - Monitor progress of MC children - Embed monitoring cycle (phase and subject leaders) - Audit assessment data for accuracy (PPM in line with Ass. Cycle). - Review interventions and ensure pupil needs are targeted. - Staff CPD – punctuation (Spr 1), spelling (Spr 2)	Summer Milestones - Monitor writing progression. - Monitor handwriting programme. - Reviewing and updating NTG plans - Monitor progress of MC children - Review monitoring cycle. - Audit assessment data for accuracy (PPM in line with Ass. Cycle). - Review interventions and ensure pupil needs are targeted. - Staff CPD – grammar (Sum 1), punctuation (Sum 2)
Collaborative Advantage Trust Strong Foundation's training (10.9.26. – RC/KW/LF: online) (19.11.26. – RC/KW/LF) (3.12.26. – RC/KW/LF)		

Enquire Learning Trust Primary Academy Improvement Plan 2026-2027 	Priority 3 To enhance mathematical achievement through the development of fluency, reasoning and problem solving within a mastery approach to mathematics.	Impact – What is the desired outcome for this priority? - Improved outcomes by a minimum of 5% in every class / year group. - Mathematical attainment improves across all year groups. - Pupils demonstrate secure fluency in key mathematical concepts and number facts. - Pupils confidently apply reasoning and problem-solving skills in a range of contexts. - More pupils achieve age-related expectations and greater depth in mathematics.
Leadership Activities - Ensure mastery-aligned progression in number, cardinality & patterns is mapped out and applied. - Daily practice in counting, subitising, and number sense. - Deliver early intervention for children not keeping up with their peers. - Engagement with Maths Hubs and their CPD offer - Introduce and embed the non-negotiables for number facts, times tables, place value, four operations, fractions and reasoning. - All staff are using the assessment system accurately and effectively so that they have a clear oversight of what pupils know and where the gaps in learning are. This is translated into accurate data collections. - All SEND pupils are given work that meets needs, is challenging for the pupil, and ensures that they make progress. Staff have high expectations for all pupils but especially those pupils with SEND and disadvantaged. q - Oracy will be embedded ensuring that purposeful talk, high-quality questioning, discussion and structured vocabulary development support pupils to articulate their thinking, deepen understanding and improve outcomes in reading, writing and mathematics.		How will practice and provision look if we are successful in this priority? - A consistent mastery approach to mathematics is embedded across the academy. - Pupils demonstrate secure fluency in number facts and key mathematical concepts. - Mathematical reasoning and problem-solving opportunities are evident in every classroom. - Teachers use questioning effectively to deepen understanding and challenge thinking. - Pupils confidently explain and justify their mathematical thinking using appropriate vocabulary. - Assessment is used effectively to identify misconceptions and inform teaching. - Interventions provide timely support and accelerate progress. - Pupils show resilience and confidence when tackling complex mathematical tasks. - Mathematical attainment improves for all pupil groups. - Increasing numbers of pupils achieve age-related expectations and greater depth.
Autumn Milestones (What needs to happen this term to be on track with the priority?) - Sharing NTG plans (MC children identified) - Establish a monitoring cycle for phase and subject leaders. - Audit assessment data for accuracy (PPM in line with Ass. Cycle). - Review interventions and ensure pupil needs are targeted. - EY & Maths (1 of 4) – JE (6.10.26)	Spring Milestones - Reviewing and updating NTG plans - Monitor progress of MC children - Embed monitoring cycle (phase and subject leaders) - Audit assessment data for accuracy (PPM in line with Ass. Cycle). - Review interventions and ensure pupil needs are targeted.	Summer Milestones - Reviewing and updating NTG plans - Monitor progress of MC children - Review monitoring cycle. - Audit assessment data for accuracy (PPM in line with Ass. Cycle). - Review interventions and ensure pupil needs are targeted.
Collaborative Advantage Trust maths CPD (Hardwick Green) – not on key dates yet		

Enquire Learning Trust Primary Academy Improvement Plan 2026-2027 	Priority 4 Embed a positive culture of high expectations, respectful behaviour and outstanding attitudes to learning.	Impact – What is the desired outcome for this priority? • Behaviour across the academy is consistently positive, respectful and conducive to learning. • Pupils demonstrate excellent attitudes to learning, resilience and independence. • Attendance and punctuality improve and remain above national figures. • Classrooms are calm, purposeful environments where learning time is maximised and pupils are able to achieve their full potential.
Leadership Activities	How will practice and provision look if we are successful in this priority?	
• Review the current behaviour policy to incorporate expectations around pupils’ attitudes and behaviours. • Continue ‘Meet your teachers’ display boards in each phase as part of transition – to support the development of positive relationships across school. • Create a ‘culture on a page’ document to clarify the school ethos – using information gathered from SLT and staff meetings. • Create a purposeful and functional Positive Regard ‘working wall’ display that both supports staff with ideas and aids their well-being. • CPD – plan and deliver a series of training sessions for support staff focussing on culture, relationships and communication. • CPD – plan and deliver a series of training sessions for all staff focussing on practical strategies to use for de-escalation. • CPD – continue to access relevant training and support networks from Wellspring. • Attend the Positive Regard Conference (TC & MM) • Continue problem solving circles in staff meetings – to explore classroom situations that are proving challenging. • Continue to monitor implementation of ‘Positive Regard’ across the school – focussing on the application of strategies in the classroom and during break / lunch times. • Embed agreed protocols and systems for movement around school, playtimes and lunchtimes etc. • Establish a clear communication protocol for staff to access support (after following agreed policy). • Create a committee to lead on House Day’s • Establish House Days to foster positive relationships across school.		• High expectations for behaviour and learning are consistently applied by all staff. • Positive relationships between pupils, staff and families are evident throughout the academy. • Behaviour systems are implemented consistently across all classes and phases. • Pupils demonstrate respect, kindness and responsibility in all aspects of school life. • Learning environments are calm, purposeful and conducive to high-quality learning. • Pupils show resilience, independence and engagement in lessons. • Attendance and punctuality improve and are above national averages. • Behaviour incidents, suspensions and persistent absence reduce over time. • Pupils feel safe, valued and supported within the academy community. • Staff will have a clear understanding of what the positive regard approach entails and model it in all interactions (with both staff and pupils). • Staff have a shared understanding of the school ethos and can articulate this as well as embody it in their daily practice. • Expectations will be maintained around behaviour and academic effort/success whilst supporting children emotionally – with bespoke adaptations in extreme circumstances. • Staff use de-escalation strategies consistently to ensure situations do not escalate. • Staff and pupils are able to understand their own emotions and the causes of this – enabling them to self-regulate effectively.
Autumn Milestones (What needs to happen this term to be on track with the priority?) • Meet your teachers’ boards continued. • Support staff CPD • Monitoring implementation of strategies • ‘Culture on a page’ document drafted and agreed with SLT. • Positive regard working wall established. • Establish problem solving circles in staff meetings. • Monitor agreed protocols to ensure fidelity. • Introduce communication protocol. • House Day 9th December	Spring Milestones • Attend conference – 24.4.26. • Support staff CPD • Monitoring implementation of strategies • ‘Culture on a page’ document shared with all staff. • Monitor agreed protocols to ensure fidelity. • House Day 10th March	Summer Milestones • Support staff CPD • Monitoring implementation of strategies • Monitor agreed protocols to ensure fidelity. • House Day 28th June
Collaborative Advantage		