

Stenson Fields Primary School

School Improvement Plan 2025- 2026

KEY ISSUE 1	<p>To raise the percentage of pupils achieving Age Related Expectations (ARE) in writing to move closer to national outcomes by:</p> <ul style="list-style-type: none">• Further developing the communication, literacy and language (CLL) strand of the EYFS curriculum to impact on emerging writing skills.• Support new EYFS lead regarding writing initiatives and NELI.• To research the use of Drawing Club/Curious quests into Y1/Y2 to impact writing.• Monitoring the impact of the writing approaches on writing standards across the whole school.• Increasing independent writing opportunities (plan in more cross curricular writing).• Review spelling and Grammar and application within writing.• Implement the handwriting scheme under the reviewed policy.• To use Colourful Semantics/Widget to support SEND & EAL pupils.• To develop English planning for SEND pupils working within formative footprints.• Ensuring and monitoring a consistent approach in writing across the school.• Ensuring a accurate and robust in-school and external moderation calendar to ensure a build up to a consistent approach and validate judgements.• Providing staff CPD on effective support within the classroom (Inclusion Officer).• Monitoring and supporting the progress of Pupil Premium and SEND pupils.• Continue to develop and strengthen leadership capacity (Further collaboration with English lead/phonics lead).
KEY ISSUE 2	<p>To provide high quality SEND provision which meets the needs of learners across the school:</p> <ul style="list-style-type: none">• Introducing soft starts for pupils who need additional support in the mornings.• Identify children and needs across school to ensure relevant provision is in place.• Re-deploy SEND TAs to deliver appropriate small group interventions.• Provide appropriate training for TAs to deliver SEND provision.

	<ul style="list-style-type: none"> • Support teaching staff in planning, implementation and assessment for SEND pupils. • Engage with parents to ensure they are fully informed and involvement in setting targets. • Monitoring the impact of provision and review through an ongoing cycle. • To utilise the LA inclusion teacher to support with SEND provision across school. • To engage in the PINs project to upskill in supporting neuro-diverse children within classrooms. • SENCO to research the AET framework (Autism Education Trust). •
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<p>KEY ISSUE 3</p>	<p>To ensure that all curriculum plans enable children to know more and remember more by:</p> <ul style="list-style-type: none"> • Maintain good practice in curriculum planning and implementation. • Subject leaders monitoring the effective implementation of agreed strategies. • Monitor the effective teaching of vocabulary. • To maintain the CARES values across the curriculum. • Develop effective assessment criteria and strategies. • By the end of the year all strategies to be implemented across all subjects. • Liaising with SEND provision regarding curriculum coverage. • Ensuring all stakeholders are informed in the development process throughout the year. • To be mindful of the revised OFSTED framework and any implications.
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<p>KEY ISSUE 4</p> <p>THIS IS A MAINTANANCE KEY ISSUE FROM LAST YEAR</p>	<p>To strengthen and expand our community network to better support children and families, improving student outcomes and well-being by:</p> <ul style="list-style-type: none"> • Further developing links with external services to increase the school's early help offer to support children and families. • Improving attendance percentages to bring in-line with Government targets. • Further developing parental engagement with all aspects of school life: academic, social and cultural • Developing further opportunities to better represent the faiths and cultures within our community • Providing a supportive network for parents and carers, particularly in the Early Years • Developing our Play offer to support children's health and wellbeing through the use of OPAL and develop further within the wider community • Further raising the profile around mental health across the school for children and families • Using different platforms to raise the profile of the school within the local community
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| | <ul style="list-style-type: none">• Using parent groups, newsletters, social media and other communication channels to keep all stakeholders involved and informed |
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