School Improvement & Development Plan 2026-27 (Apr'26-Mar'27)

Priority:	Key Objective:	Success Criteria:	Ofsted Area:	School Vision:
1.	To increase 3 year rolling average of attainment in Phonics check to national and then above national with a positive trend by April 2027	● Three year rolling average attainment in Phonics check shows a positive trend towards national average with trajectory indicating above by 2029 ● Consistent systems are embedded and pupil, staff and parent voice is positive. Early reading is well resourced and follow up Wensum Hub visit recognises progress made.	Curriculum & Teaching Achievement Leadership Early Years	Love of learning Make it Your Best Persevere Skills for Life
2.	To further develop breadth and sustainability of SEND inclusion strategy in school to meet needs of children	● School is able to meet or substantially needs of all children on roll. ● There is an ongoing commitment to review and develop SEND provision and a fully inclusive and flexible attitude towards all children.	Curriculum & Teaching Achievement Leadership Inclusion	Love of learning Make it Your Best Persevere Skills for Life
3.	To achieve objectives outlined in Climate and Development plan (2025-27)	● School can evidence tangible reductions of own impact on climate change ● School grounds and environment has been improved for all to enjoy ● Education about climate change is effective and enhances understanding for all children	Leadership & Management Curriculum Personal Development & Wellbeing	Love of learning Make it Your Best Persevere Skills for Life
4.	To fully implement the statutory changes in RSHE provision from September 2026	● RSHE curriculum is fully compliant with all statutory requirements. ● RSHE provision in school is effective and well taught, and meets the needs of all the children.	Leadership & Management Curriculum Personal Development & Wellbeing Safeguarding	Love of learning Make it Your Best Persevere Skills for Life
5.	To develop the provision for children at lunchtimes to encourage positive play and interactions	● Behaviour at lunchtimes is positive and there are few recorded incidents of problems. ● Pupil voice indicates that the vast majority of children feel happy and enjoy their free time.	Attendance & Behaviour Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
6	To further develop parental engagement with additional opportunities to work with children in school.	● An increased range of termly 'stay and play' type events have been attended. ● Parental voice is positive and relationships are generally good.	Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life

Priority: 1	To increase 3 year rolling average of attainment in Phonics check to national and then above national with a positive trend by April 2027
Rationale	Despite excellent end of Key Stage 2 outcomes in Reading SATS, attainment in the Year 1 Phonics Screening check has remained at or just below national average.
Success Criteria	• Three year rolling average attainment in Phonics check shows a positive trend towards national average with trajectory indicating above by 2029. • Consistent systems are embedded and pupil, staff and parent voice is positive. Early reading is well resourced and follow up Wensum Hub visit recognises progress made.
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing
Ofsted	Safeguarding Inclusion Curriculum & Teaching Achievement Attendance & Behaviour Personal Development & Wellbeing Leadership & Governance Early Years
Vision	Love of Learning Make it Your Best Perseverance Skills for Life
Key Objective:	To increase 3 year rolling average of attainment in Phonics check

Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact:
To increase 3 year rolling average of attainment in Phonics check to national and then above national through developing staff expertise, fluency, resourcing, interventions and parental engagement.	<u>Summer term:</u> • Organise parent drop in session to model support • Create parent phonics pack to give out at parents eve and future start of Y1 • Order additional grow and code charts and sound card packs from Wensum Hub • Subject lead meeting with Y2 teacher re: developing fluency • Update guided reading stock • Train HLTA (LS) in intervention (Keep Up) • Train TA (RM) in intervention (Keep Up) • Maintain twice daily phonics and follow up groups • Introduce Blending Blast • Update school website information • Contact Norfolk Reading volunteers • Organise training for high quality talk and listening • Audit and replace reading for pleasure stock	KL (Subject Lead)	Match funding from Wensum Hub	All actions completed by end of Summer term. Tracking data shows positive trends at end of term.	Summer term TAP	
	<u>Autumn term:</u> • Relocate KS1 library (& KS2 library) • Reprise Phonics Workshop in September • Subject Lead TLR point and additional morning in school to mentor and support staff across key stage- focus on consistency of interventions • Ensure 'Keep Up' is in place for end of Sept in Reception • Introduce handwriting for new Reception in Sept • Mock PSE assessment (November) • Yearly refresher training for subject lead • Establish 3 guided reading sessions per week- all classes • Set up a recommended reading display board	KL (Subject Lead)	TLR point and additional non-contact time (autumn term)	All actions completed by end of Autumn term. Tracking data shows positive trends at end of term.	Autumn term TAP	
	<u>Spring term:</u> • Parental workshop- blending practice (January & annual) • Mock PSE assessment (Feb & Apr) • Little Wandle Checklist for Success (annual January) • Staff discussion re: reading for pleasure • Plan in library access time (if required following relocation • Organise follow up visit from Wensum Hub	KL (Subject Lead)	Additional non-contact time (spring term- returning maternity)	All actions completed by end of Spring term. Tracking data shows positive trends at end of term.	Spring Term TAP	

Suggested Governor Monitoring Activities: Allocated governor to review termly progress - including Little Wandle data. Discussion at termly Standards Sub-Committee meeting.

Priority: 2	To further develop breadth and sustainability of SEND inclusion strategy in school to meet needs of children
Rationale	Changing cohorts and reduced levels of external support, plus direction of new SEND reforms highlights need for mainstream schools to continually enhance and review their SEND offer.
Success Criteria	• School is able to meet or substantially needs of all children on roll. • There is an ongoing commitment to review and develop SEND provision and a fully inclusive and flexible attitude towards all children.
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing
Ofsted	Safeguarding Inclusion Curriculum & Teaching Achievement Attendance & Behaviour Personal Development & Wellbeing Leadership & Governance Early Years
Vision	Love of Learning Make it Your Best Perseverance Skills for Life
Key Objective:	To further develop breadth and sustainability of SEND inclusion strategy in school to meet needs of children

Intent:	**Implementation:**	**Who**	**Resource/Time**	**Key Milestones**	**Termly Action Plan**	**Impact:**
To further develop inclusive provision with focus on sustainability and self-sufficiency	<u>Summer Term</u> • Training for interventions- & implementation eg lego therapy, drawing, play doh, play therapy • Ongoing investment in Child Therapy Service online training • Development of front of school into sensory garden • Development of Nest room into sensory room • Train staff in Step Up • Hold mid-year TA appraisals focus: interventions able to offer	HT SENDCO LS/CH	Annual fee for Child Therapy subscription £1000 for sensory room equipment £500 for sensory garden planting	All need to be completed by end of summer term.	Summer term TAP	
	<u>Autumn Term</u> • Update list of offered provision and link to staff audit • Expand number of staff using newly trained interventions • Review SEND information on website - make easier for parents to access • Increase signposting for parents to SEND services • Trial use of SEND morning cafe with SENDCO • Step Up refresher training for HT & SENDCO	SENDCO	SENDCo time Staff meeting planning time	All need to be completed by end of autumn term	Autumn term TAP	
	<u>Spring Term</u> • Review impact of sensory room and garden • Review impact of SENDCo cafe drop ins	HT SENDCO	Staff meeting planning time	All need to be completed by end of spring term	Spring Term TAP	

Suggested Governor Monitoring Activities: SEND governor (AT) to meet with SENDCO twice a year to discuss progress. Oversight at Standards SC meetings.

Priority: 3	To achieve objectives outlined in Climate and Development plan (2025-27)
Rationale	Statutory instructions to schools includes a climate and development plan to help address impact of climate change, including by educating children on eco citizenship
Success Criteria	• School can evidence tangible reductions of own impact on climate change • School grounds and environment has been improved for all to enjoy • Education about climate change is effective and enhances understanding for all children
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing
Ofsted	Safeguarding Inclusion Curriculum & Teaching Achievement Attendance & Behaviour Personal Development & Wellbeing Leadership & Governance Early Years
Vision	Love of Learning Make it Your Best Perseverance Skills for Life
Key Objective:	To achieve objectives outlined in Climate and Development plan (2025-27)

Intent:	**Implementation:**	**Who**	**Resource/Time**	**Key Milestones**	**Termly Action Plan**	**Impact:**
To take action to reduce impact of climate change, improve the school grounds for people and nature, ensure effective education about climate change and become more energy efficient.	<u>Summer Term</u> • To find funding for renovation of school pond • To include within pond renovation wider consideration of habitats for animals and invertebrates • To complete renovation of school pond • Development of front of school into sensory garden • Establish ECO-club for children • Eagle Owls 'Conservation in Schools- project (FWAG) Incl birdboxes and wildflower planting (link to sensory garden)	HT	Pond renovation £6k approx Sensory garden - seek donations and allocate £1k from additional SEND funds	Pond completed in May half-term Sensory garden work from Easter holiday and gradually add to it FWAG - June/July ECO club- June/July	Summer term TAP	
	<u>Autumn Term</u> • To continue to develop tree areas of school premises through additional planting. • Eco Council - planting & maintaining school grounds & work towards Woodland Trust • 'Green Tree Schools Award' • Create a climate education section within the school library • Run a regular outdoor learning club for KS1 children • Invite expert speakers (inc parents) to deliver assemblies or workshops to the children	HT	HT time to organise club Small application fee for Green Tree Schools Award Tree planting- seek donations - budget £300	ECO council meetings ongoing through Autumn term Develop application for Schools Award during Autumn term	Autumn term TAP	
	<u>Spring Term</u> • Curriculum review- highlighting of areas where climate change could be taught within subjects- highlight food sustainability & local sourcing • Complete the move towards LED lighting across whole school • Conduct an audit of cleaning products used in school and replace with eco friendly alternatives wherever possible	HT	HT time	Curriculum review through staff meetings in Spring Term	Spring term TAP	

Suggested Governor Monitoring Activities: Allocated governor to review termly progress (JD).

Priority: 4	To fully implement the statutory changes in RSHE provision from September 2026
Rationale	New statutory guidance for RSHE comes into place in September 2026. It requires all schools to review and update their existing RSHE provision in line with new guidance.
Success Criteria	• RSHE curriculum is fully compliant with all statutory requirements. • RSHE provision in school is effective and well taught, and meets the needs of all the children.
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing
Ofsted	Safeguarding Inclusion Curriculum & Teaching Achievement Attendance & Behaviour Personal Development & Wellbeing Leadership & Governance Early Years
Vision	Love of Learning Make it Your Best Perseverance Skills for Life
Key Objective:	To fully implement the statutory changes in RSHE provision from September 2026

Intent:	**Implementation:**	**Who**	**Resource/Time**	**Key Milestones**	**Termly Action Plan**	**Impact:**
To be fully compliant with the statutory changes to RSHE by September 2026 and to then review and refine the implementation of the changes to ensure the best possible provision for children in the school	Summer Term • Incorporate statutory RSHE 2026 preparation into the school improvement plan. • Update the RSHE policy in line with new guidance; appoint a governor to liaise with RSHE lead. (SH). • Discuss policy and draft plan at Standards SC (March '26) and with nominated governor (SH) (March'26) • Write letter to parents in April '26 explaining last year of old system and new changes for 2026-27 and will gather views at end of academic year. • Review health and safeguarding data (e.g. CPOMS) • Review behaviour logs • Discuss with staff key priorities • Review latest pupil voice and conduct tailored pupil voice survey • Map draft curriculum to new DfE guidance. • Share draft curriculum at Standards SC in March'26 • Discuss and share resources with teaching staff in summer term 26. • Evaluate current resources for compliance and relevance and incorporate into draft curriculum where appropriate • Use trusted sources: PSHE Association, Pol-Ed, NSPCC. Oak Academy • Join PSHE Association. • Share the compliance briefing with families • Create feedback channels and respond transparently • Share RSHE policy and curriculum overview • Host parent information sessions and provide opt-out guidance	HT Teachers Standards Nominated Governor (SH)	Small fee for membership of PSHE Association HT and staff time	All need to be completed by end of summer term.	Summer term TAP	
	Autumn Term • Share a staff briefing giving a strategic overview of the new guidance implementation. • Deliver CPD on Pol-ED using the Staff Training Presentation and Trauma Informed Approaches from their resources page. • Hold termly RSHE review meetings • Collect pupil, staff, and parent feedback • Document curriculum changes and rationale	HT	HT time	All need to be completed by end of autumn term	Autumn term TAP	
	Spring Term • Prepare inspection-ready evidence • Learning walks focus on RSHE delivery and organise additional training in 2027-28 as appropriate. • Review and revise Online Safety curriculum and website signposting and also assembly themes.	HT	HT time	Use inset day in Spring term for curriculum review and preparation for teaching sex education part of curriculum in June/July	Spring term TAP	

Suggested Governor Monitoring Activities: PSHE governor (SH) to meet with HT twice a year to discuss progress. Oversight at Standards SC meetings.

Priority: 5	To develop the provision for children at lunchtimes to encourage positive play and interactions
Rationale	Whilst lunchtimes are generally positive, there has been an increase in the number of disagreements between children, especially in Key Stage 2, over the last six months.
Success Criteria	• Behaviour at lunchtimes is positive and there are few recorded incidents of problems. • Pupil voice indicates that the vast majority of children feel happy and enjoy their free time.
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing
Ofsted	Safeguarding Inclusion Curriculum & Teaching Achievement Attendance & Behaviour Personal Development & Wellbeing Leadership & Governance Early Years
Vision	Love of Learning Make it Your Best Perseverance Skills for Life
Key Objective:	To develop the provision for children at lunchtimes to encourage positive play and interactions

Intent:	**Implementation:**	**Who**	**Resource/Time**	**Key Milestones**	**Termly Action Plan**	**Impact:**
To encourage positive play and interactions at lunchtimes.	<u>Summer Term</u> • Investment in new equipment • One football pitch & mandatory ref and rota rule • New benches and tubs for drawing and colouring • Blackboards up in reading shack • Craft boxes in reading shack • Class boxes of equipment to encourage better looking after by children- rewards and consequences • Colour coded equipment for each class	HT	£500 for equipment	All need to be completed by end of summer term.	Summer term TAP	
	<u>Autumn Term</u> • Train new buddies to be lunchtime play leaders- eg Wednesdays Eagle play with Owlets - make a list of games • Investment in new equipment • Tighten up lunchtime lining up procedures and conduct	Teachers	£250 for equipment Time to train children	All need to be completed by end of autumn term	Autumn term TAP	
	<u>Spring Term</u> • Expand lunchtime play leaders to children in Year 5 to play with Snowy Owls- create an annual cycle so that new buddies each September have this experience to offer to new Owlets	Teachers	Time to train children	All need to be completed by end of spring term	Spring Term TAP	

Suggested Governor Monitoring Activities: Review progress at Standards SC- collation of data re: lunchtime behaviour incidents

Priority: 6	To further develop parental engagement with additional opportunities to work with children in school.
Rationale	Parental relationships are generally positive with school and these could be further developed by providing a greater number of opportunities to visit school and work with children and staff.
Success Criteria	• An increased range of termly 'stay and play' type events have been attended. • Parental voice is positive and relationships are generally good.
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing
Ofsted	Safeguarding Inclusion Curriculum & Teaching Achievement Attendance & Behaviour Personal Development & Wellbeing Leadership & Governance Early Years
Vision	Love of Learning Make it Your Best Perseverance Skills for Life
Key Objective:	To further develop parental engagement with additional opportunities to work with children in school

Intent:	**Implementation:**	**Who**	**Resource/Time**	**Key Milestones**	**Termly Action Plan**	**Impact:**
To further develop parental engagement with additional opportunities to work with children in school.	Summer Term • French Language Cafe (July) • Maintain Open Tray afternoons in half-terms without a formal parents' evening	NM Teachers	£100 for cafe Teacher time	All need to be completed by end of summer term.	Summer term TAP	
	Autumn Term • Parental engagement- stay and play- 1 a term planned in (mixture of maths and english)- advertise at start of year • Classes to choose a termly afternoon of their choice eg Maths/Reading/Topic • September timetabling • In September we will identify 3 separate weeks across the year where do a stay and play- morning or afternoon • Invite in parents to support with developing the school environment (eg volunteer to recoat fencing etc)	All teachers HT	Teacher time £200 for resources for re-decoration tasks	All need to be completed by end of autumn term	Autumn term TAP	
	Spring Term • See Phonics plan for additional parental events • Review the success of first two termly stay and play style events	All teachers HT	Staff meeting time	All need to be completed by end of spring term	Spring Term TAP	

Suggested Governor Monitoring Activities: Standards SC to oversee progress at termly meetings.

