

Slindon CofE Primary School

School Improvement Plan 2026-2027



***Unique child *Positive relationships *Learning and development *Enabling environments.**

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

Let your light shine

Matthew 5: 14-16

Priority 1: To raise the progress and attainment of writing across the school.

- 1.1 Writing to be in line with national at KS2.
- 1.2 All classes to show measurable progress.
- 1.3 Moderation agrees with teacher judgement.
- 1.4 60% of each cohort making ARE by the end of the academic year.
- 1.5 Oracy to be embedded into the schools curriculum.

MEASURABLE MILESTONES

By the end of Autumn term 2026:

- All class teachers and TAs trained in the new writing scheme.
- Policies reflect the new scheme.
- Mighty writer used in EYFS and year 1 alongside scheme.
- Internal moderation shows progress within books and more accurate sentence structure.
- Pupil voice – Children are positive about the scheme and can explain sentence structure.
- Pupil progress meetings identify children not on track and put in place intervention.

By end of Spring term 2027:

- Data shared with staff and Governors.
- Lesson drop ins show confidence in teaching English.
- External moderation within the locality group attended.
- LTP over a two year cycle is in place.
- Internal moderation shows progress from the autumn term.
- EYFS – More children on track to meet end of year.

By the end of Summer term 2027:

- Pupil voice – Children are able to discuss the grammar they have learnt across the year.
- Pupil progress meetings – Less children not on track.
- Moderation shows security in judgement.
- Data in line with county and national.

Priority 2: To ensure disadvantaged groups make progress alongside their peers.

- 2.1 Increased participation in extra curricular clubs and activities.
- 2.2 Improve literacy outcomes for disadvantaged students.
- 2.3 Enhance mathematical proficiency across all year groups.
- 2.4 Foster a positive school climate and culture.

MEASURABLE MILESTONES By the end of Autumn Term 2026: • All disadvantaged groups identified. • Teachers are aware of groups. • Children identified in pupil voice and pupil progress meetings. • Children's books used in moderation • Parent questionnaire sent out.	By end of Spring Term 2027: • Disadvantaged groups chosen for events. • School keeping track of extra-curricular activities and any other support. • Governors track the use of PP funding and IMF for disadvantaged groups. • Children identified in pupil voice and pupil progress meetings. • Children's books used in moderation	By the end of Summer Term 2027 • Data gathered is positive for disadvantaged groups. • All children have had the opportunity to take part in clubs and extra-curricular. • Children identified in pupil voice and pupil progress meetings. • Children's books used in moderation.
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Priority 3: Development of writing, RE, RSHE and History in line with the school strategic plan.

- 3.1 Development of writing across all key stages
- 3.2 Enhancement of RSHE (Personal, Social, Health and Economic Education) provision
- 3.3 Strengthening the teaching and learning of History. These objectives are aligned with the school strategic plan and current educational priorities.
- 3.4 Ensuring the agreed syllabus for RE is embedded in the school.

MEASURABLE MILESTONES By the end of Autumn term 2026: • All class teachers and TAs trained in the new writing scheme. • Policies reflect the new scheme. • Mighty writer used in EYFS and year 1 alongside scheme. • Internal moderation shows progress within books and more accurate sentence structure. • New RSHE scheme in place in the school. • Pupil voice in English and RSHE.	By end of Spring Term 2027: • School is following the agreed syllabus for RE. • World view explicitly taught alongside World Religions. • History curriculum reviewed to ensure diversity. • New assessment sheets for RE, RSHE and history on INSIGHT. • Data scrutinised for any gaps in targets. • Foundation moderation in the spring term. • History pupil voice completed.	By the end of Summer Term 2027 • Data for foundation subjects monitored. • Pupil voice completed and analysed for positive change.
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Priority 4: To ensure adaptation is evident in foundation subjects for all children.

- 4.1 Staff to be aware and proactive in the writing of ILP targets.
- 4.2 Adaptations within the input are clear.
- 4.3 Adaptations within the main task are clear for specific children.
- 4.4 Planning shows consideration of the children within the class.
- 4.5 Children are confident in accessing foundation lessons.

MEASURABLE MILESTONES

By the end of Autumn Term 2026:

- ILP targets have been written by the class teacher and SENCO.
- Adaptation register is available in every class.
- Learning walks show adaptation in the input to the lesson.

By end of Spring Term 2027:

- Pupil voice shows increased confidence in the foundation subjects.
- Learning walk show adaptation throughout the lesson.
- More adaptations available on the adaptation register.
- Spring ILP targets are sent home.

By the end of Summer Term 2027

- End of year ILP targets completed and shared with carers.
- Learning walk with Governors can see clear adaptation within the classroom.
- Adaptation register sent to the next class.

Priority 5: Attendance to be consistently above 95% for all groups.

- 5.1 Embedding a Culture of High Attendance Across the School Community and
- 5.2 Targeted Support for Vulnerable Groups to Achieve Attendance Above 95%.

MEASURABLE MILESTONES

By the end of Autumn Term 2026:

- Parent meeting held for attendance.
- EYFS parent meeting hold for attendance.
- New reward incentives in school.
- Updates on the newsletter.
- FPN letter sent to all parent.
- Governor meeting with Headteacher to focus on attendance.
- Core groups monitored.
- Policy updated.
- Early intervention.

By end of Spring Term 2027:

- Attendance is above 95%.
- Rewards have been received positively by the children.
- DST working with parent for whom attendance is a barrier.
- Governors work with headteacher to look for attendance patterns.

By the end of Summer Term 2027

- Attendance is above 95%

Priority 6: To recruit Governors and ensure clear succession planning.

6.1 Recruit Governors with Appropriate Skills, Diversity, and Commitment.

6.2 Ensure Clear Succession Planning for Governing Body and Key Leadership Roles

MEASURABLE MILESTONES

By the end of Autumn Term 2026:

- Conduct a skills and diversity audit of the current Governing Body using the DfE's Skills Audit Tool.
- Define and prioritise skills, experience, and diversity gaps in line with the school's strategic needs.
- Review current Governor terms of office, roles, and anticipated vacancies for next 2 years.
- Identify potential future leaders within the Governing Body and assess development needs.

By end of Spring Term 2027:

- Develop and publish a Governor recruitment pack, including role descriptions and person specifications.
- Promote Governor vacancies through local networks, the Inspiring Governance service, and targeted outreach (e.g., local businesses, faith groups, parents).
- Develop a formal succession plan, including role rotation, shadowing, and leadership pathways.
- Implement targeted training and mentoring for aspiring Chairs, Vice Chairs, and Committee Leads.

By the end of Summer Term 2027

- Shortlist, interview, and appoint new Governors, ensuring a transparent and inclusive process.
- Induct new Governors using the NGA's induction programme and assign mentors from experienced Governors.
- Establish a Governor development log and annual review process to monitor succession readiness.
- Review and update succession plan annually, linked to school strategic priorities.

1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

