

Slindon CofE Primary School

School Improvement Plan 2025-2026



***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 in KS2 assessments for reading and internal data.

1.1 Children in year 1, 2 and year 6 are more in line with county and national standard.

1.2 The teaching of comprehension is consistently good or better in all classes.

1.3 Interventions are put in place quickly.

1.4 Children have the opportunity to develop comprehension across the school.

MEASURABLE MILESTONES

By the end of Autumn term 2025:

Summer 2 data:

- EYFS – 75%
- Year 1 – 73%
- Year 2 – 53%
- Year 3 – 33%
- Year 4 – 71%
- Year 5- 60%
- Year 6 – 63%

- Pupil voice monitoring of reading.
- Books monitored for expectations.
- Data analysis baseline completed.
- Pupil progress meetings held, with a focus on ensuring intervention is put in place.
- Learning walks baseline teacher confidence.

By end of Spring term 2026:

- Books monitored for expectations and progress.
- Pupil progress meeting show at least 60% of each class on track for ARE.
- All reading lessons seen are good.
- Internal tests showed improved data in terms of attainment and progress.

By the end of Summer term 2026:

- Pupil voice monitoring follow up.
- Pupil progress meeting shows at least 70% of each class on track for ARE.
- All reading lessons seen are good or better.
- Internal tests show that all of the children have made progress in reading and phonics.

Priority 2: To develop the role of subject leaders to delegate responsibility.

- 2.1 All teachers are aware of subject responsibilities.
 2.2 Clear strategic direction for the development of their subjects.
 2.3 Staff subject knowledge is improved by regular and ongoing CPD.
 2.4 Staff can talk knowledgeably about their subject, its areas of strength and improvement.

MEASURABLE MILESTONES

By the end of Autumn Term 2025:

- AA to attend Forest School training.
- LW, HC and NS to attend the first of the ROH training sessions.
- All staff complete action plans for their subjects.
- Subject leaders analyse the autumn data.

By end of Spring Term 2026:

- Review of subjects completed.
- Subject leaders analyse spring data.

By the end of Summer Term 2026

- NS and HC continue to finish the ROH sessions.
- Review of action plans completed.
- Subject leaders analyse summer data.

Priority 3: Development of reading, PSHE, PE and Geography in line with the school strategic plan.

- 1.1 School to devote staff meetings to develop subjects.
 1.2 Curriculum has depth and breadth for each subject.
 1.3 Progression of knowledge and skills is clear for each subject.
 1.4 Assessment for each subject is precise.

MEASURABLE MILESTONES

By the end of Autumn Term 2025:

- Reading and PE are the focus of staff meetings.
- Medium term plans are completed for each class.
- Progression of knowledge and skills is refined.
- Website is up to date.

By end of Spring Term 2026:

- PSHE and Geography are the focus of staff meetings.
- Medium term plans are completed for each class.
- Progression of knowledge and skills is refined.
- Website is up to date.

By the end of Summer Term 2026

- Monitoring of books completed.
- Pupil voice for subjects evidenced.
- Assessments moderated.
- Percentages of children meeting ARE increased.

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 2025:

- 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 2026:

- 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 2026

- 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.

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.

