



Whitnash Primary School

'Learning, growing and succeeding together'

School Improvement Plan 2025-26



School Vision Statement

The importance of the 'Whitnash Family' is at the heart of everything we do because Whitnash Primary cares deeply for our pupils, staff and community.

We want our children to thrive. We have high aspirations for all our pupils, and we nurture their achievement and progress through relentless positivity. We care about our children's future and because of this we are committed to ensuring that all children achieve highly, regardless of their starting point, through our enriched and inclusive curriculum.

We instil the values of caring, empathy and kindness and are a consistent model of 'unconditional positive regard' for all. We teach our children the importance of relationships and these essential life skills and promote everybody's right to learn, to be respected and listened to and to feel safe and be safe.

These values and ambitions are embedded in our culture and ethos at Whitnash Primary School.
We are proud of our school, what we have achieved, and our ambition for the future.



School Improvement Plan Targets 2025-26

Development Area	Overall Objectives
Leadership and Management	<p>Continue to embed expert subject leadership in all foundation subjects so quality first-teaching, assessment and enrichment are consistently strong.</p> <p>Continue build cross-subject working approaches and planning to enable leaders to drive outstanding provision and raise attainment in all subject areas, with a particular focus on STEM and the Arts.</p>
Quality of Education	<p>Use assessment data and adult deployment more precisely in all subjects to inform quality first teaching and well-targeted, expertly delivered interventions to drive attainment for all learners, particularly the most vulnerable.</p> <p>Embed work on reading fluency and attainment in reading by ensuring that the precise teaching of reading increases children's automaticity.</p>
Personal development Behaviour and Attitudes	<p>Support children's positive interaction, behaviour and mental health by increasing the opportunity for better quality play, physical activity and continuing to embed the Thrive approach.</p> <p>Address persistent absence and improve children's readiness for school through parental engagement and support.</p>
Environmental Sustainability	<p>To continue to deepen children's understanding of the environmental crisis and implement the school's environmental action plan, with a particular focus on reducing energy consumption.</p>

School Improvement Area 1 - Leadership and Management

- Continue to embed expert subject leadership in all foundation subjects so quality first-teaching, assessment and enrichment are consistently strong.
- Continue build cross-subject working approaches and planning to enable leaders to drive outstanding provision and raise attainment in all subject areas, with a particular focus on STEM and the Arts.

Termly Specific/Targeted Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p>SLT to robustly monitor the impact of Subject Leadership and ensure areas for improvement are clearly communicated and addressed.</p> <p>Subject Leaders monitor standards/data, curriculum coverage, progressive skills, and learning experience to ensure their subject is being robustly delivered and children are making strong progress.</p> <p>Subject Leaders provide timely support to colleagues to address areas for improvement.</p> <p>Subject Leaders to evidence the rapid and ambitious improvements in the use of assessment and quality 1st teaching in their subjects.</p>	<p>The key school documents:</p> <ul style="list-style-type: none"> • School Improvement Plan • Display Policy • Coaching & Mentoring Policy • Financial plan • Staffing structure • Subject Leader files and Action Plans • Padlets <p>Teaching staff are robustly focused on the school's key curriculum aims and objectives.</p>	<p>Monitoring schedule</p> <p>Financial plan</p> <p>Staffing Structure</p> <p>Release time for leadership and management</p> <p>KIT meetings with leaders</p> <p>Training budget and apprenticeship Levy.</p> <p>Coaching programme with the School Improvement</p>	<p>Increasing contribution of senior leaders to governors' meetings (where appropriate) OR during monitoring visits to the school.</p> <p>Governor Monitoring Day</p> <p>Monitoring of Subject Leader impact through action plans and reviews.</p>

<p>Subject Leaders promote their subject effectively through in-house display, enrichment and the use of the school website.</p> <p>To continue to embed 'coaching' to ensure all leaders are developing collaborative approaches and clear communication, and embedding assessment/quality 1st teaching through driving key agreed actions and priorities.</p> <p>Embed a Team approach for curriculum development to ensure strategic cross-curricular approaches: STEM Team, Arts Team, Inclusion Team, Rec/Year 1 Phase, Standards Leaders with oversight of English and Humanities</p> <p>Provision and curriculum changes in STEM subjects are aspirational, engaging for all pupils and driving pupil progress.</p> <p>Provision Music and Art at a class level is skills focused and progressive throughout the school.</p> <p>Develop a cross-curricular/Team vision and amalgamate key areas for development into strategic and concise joint Action Plans.</p> <p>Individual subject leads and teams make effective use of meeting and release time to drive specific agreed actions.</p>	<p>Appropriate training is in place to support leaders at all levels</p> <p>All leaders are confidently able to evidence improvement, joint collaboration and progress in their subjects</p> <p>There is clear evidential/sustained improvement in the provision, quality of children's work on display and in books and assessment data.</p> <p>Standards and outcomes in all subjects are strong.</p> <p>Communication about school/subject improvement is consistently strong at all levels.</p> <p>Pupil voice demonstrates the gains in subject and curriculum development across the school in all subjects.</p>	<p>Partner for all leaders and Head Teacher.</p> <p>Release time Leaders / SLT</p> <p>Staff Meeting time allocated to joint working</p>	<p>Performance Management target setting and review for all teaching staff.</p> <p>Termly reviews of this School Improvement Plan and the priorities to Governors.</p>
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Individual subject leads and teams develop wider communication methods to ensure sustained impact on their areas of responsibility.			
Promote subjects through enrichment, display, the effective use of shared spaces within school, e.g. Corridor boards, Music Room, Art/Science Room, Garden areas etc			
Review:			

School Improvement Area 2 – Quality of Teaching			
<ul style="list-style-type: none"> Use assessment data and adult deployment more precisely in all subjects to inform quality first teaching and well-targeted, expertly delivered interventions to drive attainment for all learners, particularly the most vulnerable. Embed work on reading fluency and attainment in reading by ensuring that the precise teaching of reading increases children's automaticity. 			
Termly Specific/Targeted Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p>Develop a comprehensive CPD programme for support staff to refresh and deepen practice and the delivery of interventions.</p> <p>Introduce a more precise system for monitoring the progress and informing the next steps of the weakest learners.</p> <p>Promote the communication between teachers and support staff so that there is a more rigorous focus on pupil assessment and progress.</p>	<p>CPD programme is appropriately matched to the areas for school/pupil development.</p> <p>Interventions delivered with robust fidelity and appropriate level of expertise.</p>	<p>Sonar and other assessment systems.</p> <p>Inclusion Team, inc., PE Lead release time for collaboration</p> <p>Staff CPD and coaching</p>	<p>Book trawls and lesson observations</p> <p>Discussions with children about their reading.</p>

<p>Inclusion Team drive the use of data and assessment to ensure quality first teaching and intervention is consistently meeting individual children's needs, particularly those who are not making expected progress.</p> <p>Intervention timetables are overseen carefully to ensure children are not missing quality first teaching, particularly in core subjects.</p> <p>Reading lead rigorously champions reading progress for vulnerable readers by ensuring quality first teaching and intervention is addressing individual children's needs and allowing them to catch up quickly.</p> <p>Continue to embed high-quality systemic phonics programme and ensure fidelity to the scheme throughout the school.</p> <p>Subject Leaders and teachers identify specific phonic gaps and target these with 1:1 or group intervention to ensure these are addressed quickly.</p> <p>Children's reading fluency is being consistently developed through the consistent application of school programmes' including Boom Read, Accelerated Reader, Guided Reading and the Reading Theatre approach.</p>	<p>Quality communication between teaching staff leads to more rapid gains for vulnerable learners.</p> <p>Progress of vulnerable learners is strongly evident in data and pupil books.</p> <p>Intervention timetabling supports access to quality first teaching.</p> <p>Reading and Phonics lead demonstrate a strong handle on pupil progress and ensure provision is in place for rapid progress.</p> <p>CPD for teaching support staff ensures the quality and robust delivery of RWInc intervention</p> <p>Tracking and monitoring ensures all children make strong phonic progress.</p> <p>Reading approaches are strongly embedded and consistently delivered.</p>	<p>Staff timetables and monitoring staff meetings for action plans and interventions.</p> <p>Release time – Reading/Phonics Leaders</p>	<p>Scrutiny of pupil progress and outcomes</p> <p>Termly reviews of this School Improvement Plan and the priorities to Governors.</p> <p>Governor Monitoring visits</p> <p>Performance Management target setting and review for all teaching staff.</p>
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<p>Reading throughout the school, encourages breadth and depth of children's reading through deeper engagement with high-quality texts.</p> <p>The school's rigorous writing and spelling approaches support and embed the school's ambition for reading development.</p> <p>Utilise the Reading Framework audits to support and inform the development of reading throughout the school.</p> <p>Shared reading time is protected in the school timetable and reading for pleasure and recreational reading continues to be promoted.</p> <p>Encouragement of home reading and promoting the importance of this is addressed with greater rigour.</p>	<p>Engagement in reading improves as a result of encouragement and provision, inc., home reading.</p> <p>Spelling and writing approaches are delivered rigorously and strongly promote reading fluency.</p> <p>Reading provision is well-understood by leaders with clear actions to further development.</p>		
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Review:

School Improvement Area 3 – Personal development

- Support children's positive interaction, behaviour and mental health by increasing the opportunity for better quality play, physical activity and continuing to be embed Thrive and quality PSHE.

Specific Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
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<p>Introduce the SmartPhone Free Childhood to help discourage the excessive early use of social media and minimise the impact on children's mental health and social skills.</p> <p>Develop play provision to encourage better quality play, social interaction and self-control between children.</p> <p>Through quality PSHE, Thrive, Whole-school council and assemblies, support and encourage children's respectful language, social talk and tolerance of difference.</p> <p>Raise awareness of respectful, quality interaction through the Whole-school Council and engaging children in a deeper understanding of positive play.</p> <p>Raise the awareness of the Thrive approach across the school.</p> <p>Support children through quality action planning and intervention.</p> <p>All children are provided with and encouraged to take part in a range of extra-curricular activities, and barriers to access supported identified and supported.</p>	<p>Children's playground interaction is respectful towards peers and staff.</p> <p>An evidential reduction in the use of inappropriate language.</p> <p>Expectations of pupil interaction and behaviour are clearly understood, communicated and consistently applied.</p> <p>Increased physical play opportunities to support positive play are evident. Thrive consistently embedded.</p> <p>Thrive action plans, class-time and interventions lead to marked improvements for individuals and cohorts.</p>	<p>CPOMS</p> <p>Pupil voice and feedback.</p> <p>Pupil Premium Funding</p> <p>Assembly and Whole-school Council time and subscription.</p> <p>PSHE/Thrive curriculum subscription.</p> <p>Inclusion Team, inc., PE Lead release time for collaboration.</p> <p>Extra-Curricular activity monitoring</p>	<p>Monitoring of Thrive action plans and impact.</p> <p>Pupil Premium Blinks and Pupil Premium Plan Reviews</p> <p>Governor Monitoring with a focus on Pupil Premium provision.</p> <p>Reports on the use of additional funding and the deployment of staff in order to meet children's needs in learning</p> <p>Inclusion Team reports.</p>
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Review:

School Improvement Area 4 – Behaviour and Attitudes

- Address persistent absence, and improve punctuality and readiness for school through parental engagement and early support.

Specific Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p>Continue to develop a programme of parental engagement informed by school nursing surveys, and collective identified need across the school.</p> <p>Utilise attendance action plans and Early Family Support to address barriers for individual children and families.</p> <p>Introduce the SmartPhone Free Childhood to help discourage the excessive early use of social media and minimise the impact on children's mental health, sleep and readiness to learn.</p> <p>School attendance policy reviewed and consistently implemented.</p>	<p>Children have high attendance and are punctual, persistent absence is reduced.</p> <p>SLT, parents and teachers identify strategies for supporting progress where attendance and/or punctuality is a concern.</p> <p>Home issues and barriers for attendance and children's readiness to learn are a key focus in all relevant Family Support Plans.</p> <p>Attendance Lead works closely with the LA, SLT and Governors to bring about rapid improvement.</p>	<p>Attendance Officer – time</p> <p>Sonar assessment– subscription</p> <p>Pupil Premium Funding</p> <p>Pupil Progress Meeting release time – PP and Inclusion Lead time</p> <p>School Attendance policy.</p>	<p>Attendance monitoring and reporting.</p> <p>Monitoring of assessment data.</p> <p>Pupil Premium Blinks and Pupil Premium Plan Reviews</p> <p>Governor Monitoring with a focus on Pupil Premium provision.</p> <p>Reports on the use of additional funding and the deployment of staff in order to</p>

	<p>Whole-school attendance remains consistently about 95%.</p> <p>The school attendance policy is consistently applied.</p> <p>Office development protects the time and work of the Attendance Lead.</p>		<p>meet children's needs in learning</p> <p>Inclusion Team reports.</p> <p>Extra-Curricular, Counselling, Thrive, RSE/PSHE and Assembly programmes.</p> <p>Mental Health /PSHE Lead action plan reviews</p> <p>Pupil Voice (Smart School Council)</p>
Review:			
<p align="center">School Improvement Area 5 – Environmental Sustainability</p> <ul style="list-style-type: none"> To continue to deepen children's understanding of the environmental crisis and implement the school's environmental action plan, with a particular focus on reducing energy consumption. 			

Specific Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p>Continue to promote environmental awareness through the Eco-Council, communications, focus weeks and school initiatives.</p> <p>Create a wildlife/sensory garden for all year groups to access.</p> <p>The continued development of the wider curriculum by incorporating environmental awareness into cross-curricular planning wherever possible.</p> <p>Continue to develop further initiatives to reduce energy consumption a through the Eco-Council and Smart School Council and develop measures to highlight these improved outcomes.</p>	<p>Reduce school energy consumption through our school actions</p> <p>Financial savings are realised through our actions</p> <p>Children's have an increased and purposeful awareness of environmental sustainability</p> <p>Children are empowered to introduce and lead environmental actions and education at Whitnash</p> <p>The curriculum is enriched through our environmental focus</p>	<p>Forest School / Outdoor Learning Budget</p> <p>School budget for environmental improvement</p> <p>Curriculum development budgets</p> <p>Staff time relating to supporting the Eco Council and Smart School Council</p>	<p>Governors to oversee this target through SIP reviews</p> <p>Review of SIP targets</p> <p>Review of the School's Sustainability Action Plan.</p> <p>Subject Leader Action Plan reviews.</p>
Review:			