LITTLE EATON PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN 2026-2027

Strategic Overview

Evidence tells us that our Core Priorities for 2026-2027 are:

Area	Priority	Lead	Success Measure
Quality of Education	Improve Writing Outcomes Across the School	English Lead	Writing outcomes improve across KS1 and KS2 and the gap between writing and reading/mathematics narrows
Quality of Education	Improve Phonics Outcomes and Early Reading	Phonics Lead	Phonics outcomes return to at least national averages while maintaining strong reading outcomes
Quality of Education	Develop Subject Leadership and Curriculum Evaluation	HT / DHT	Subject leaders demonstrate secure understanding of curriculum impact
Quality of Education	Introduce mastery across Year 4 and 5 and embed mastery in Years R-3	Maths Lead	Mastery is effectively taught across these year groups (KS1 composition of number, KS2 Multiplicity)
Quality of Education	Strengthen Adaptive Teaching	SENDCo	Adaptive teaching consistently evident across all classrooms
Behaviour, Attendance and Attitudes	Sustain High Attendance and Reduce Persistent Absence	HT	Attendance remains above national averages and persistent absence reduces further
Behaviour, Attendance and Attitudes	Develop Exemplary Behaviour and Pupil Leadership	HT	Pupil leadership opportunities expanded and behaviour remains a strength
Personal Development	Personal Development Entitlement for Every Pupil	DHT	Every pupil can evidence a broad range of personal development experiences
Personal Development	Further Develop Mental Health and Wellbeing	SMHL	Positive wellbeing indicators maintained for pupils and staff
Leadership and Governance	Move Leadership and Governance Towards the Strong Standard and begin succession planning	HT / Chair	Evidence demonstrates progression towards Strong Practice
Safeguarding	Maintain Highly Effective Safeguarding	DSL	Safeguarding remains highly effective
Inclusion	Strengthen Inclusion and SEND Provision	SENDCo	SEND pupils continue to achieve strongly and access a broad curriculum
Early Years	Strengthen Oracy and Communication through the EEF NELI Trial and SHREC	EYFS	NELI is delivered with fidelity, staff consistently apply the SHREC approach, and children demonstrate improved listening, vocabulary and expressive language from baseline.

QUALITY OF EDUCATION

Priority 1: Improve Writing Outcomes Across the School – Karen Gardiner and Emily Webb

Why this is a priority

Writing outcomes remain above national averages but continue to be below the exceptionally strong outcomes achieved in reading and mathematics. Monitoring identifies handwriting, spelling, transcription skills and support for vulnerable writers as priorities for further improvement.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Improve Writing Outcomes Across the School	• Refine Talk4Writing implementation. • Include opportunities for short writing tasks within longer units (including creative 'free write') • Deliver targeted support for vulnerable writers. • Continue internal and external moderation.	English Lead / SLT	September 2026 - July 2027	Writing moderation, lesson observations, pupil progress meetings, book scrutiny	**By January 2027** • Handwriting progression fully implemented. • Daily retrieval activities embedded. • Precision dictation established in all classes. • Spelling strategies implemented consistently. • Vulnerable writer register established and interventions operational. • Moderation confirms increased consistency in assessment. **By April 2027** • At least 70% of targeted writers making expected or better progress. • Monitoring shows improved sentence construction and transcription skills. • Handwriting presentation improves across all year groups. • Reduction in recurring spelling misconceptions. • **By July 2027** • Writing outcomes improve across KS1 and KS2. • KS1 Writing exceeds 70% EXS. KS2 Writing exceeds 76% EXS. Greater Depth outcomes improve. • Pupils apply previously taught spelling and grammar knowledge in extended writing. • Gap between writing and reading/mathematics narrows further.
	• Introduce precision dictation activities 2-3 times per week to improve accuracy in spelling, punctuation and sentence construction. • Embed the use of weekly SpaG Spotters in KS2. • Introduce SPaG Spotters in Year 2 from Sping 2 onwards	English Lead	Autumn 1- ongoing	Learning Walks Book Scrutiny	
	• Embed consistent spelling routines in class teaching • Establish personal spelling lists based on errors identified through editing and marking.	English Lead	September 2026 - July 2027	Learning Walks Book Scrutiny Pupil voice	
	• Implement a whole-school handwriting progression, including agreed expectations for formation, joins, sizing and presentation. • Purchase handwriting lined books Y1-Y3 for both English and Assessment books • Ensure consistent letter and number formation work linked to weekly phonics sounds in KS1 • Implement daily handwriting practice and targeted "Fix-It" handwriting programme in KS2 - Whole class in Autumn term - Interventions for identified pupils in Spring/Summer term	English Lead	September 2026 - July 2027	Learning Walks Book Scrutiny Pupil voice Pupil progress meetings and intervention records on provision mapping.	

Priority 2: Improve Phonics Outcomes and Reading - Karen Gardiner, Emily Webb and Michelle Simmons

Why this is a priority

Reading remains a significant strength; however, phonics outcomes in 2026 were below previous school performance.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Strengthen Early Reading and Phonics	• Review SSP implementation. • Strengthen intervention pathways. • Enhance parental engagement / support: - Improve EYFS-Year 1 transition. - Parent information evening in September - Send parental information sheets via Tapestry whenever a new phoneme is introduced. • Relabel and organise all decodable reading books to match phonics progression and sounds taught. • Establish consistent phonics resources across all classrooms including sound mats, tricky word mats, sound family mats and letter formation mats. • Implement IDL Phonics interventions for pupils at risk of not meeting the phonics standard at end of Y1, those requiring Year 2 re-check support and children requiring additional phonics in KS2. • Identify pupils requiring additional fluency support in Y2 upwards. - Implement regular 1:1 reading programme for identified pupils, with each pupil reading to an adult for 5-10 minutes. • Promote reading through class reading challenges, book week, author studies and reading assemblies. • Purchase new titles for the KS2 library to engage pupils with recently published titles.	Phonics Lead / EYFS Lead MS/EW/EG	September 2026 - July 2027 By end Aut 2026	Phonics assessments, learning walks, intervention records Pupil voice Reading tracking data and pupil progress meetings	**By January 2027:** Phonics audit completed. Intervention groups established. Staff demonstrate fidelity to SSP programme. All KS1 books clearly labelled linked to decodable sounds. **By April 2027:** Majority of Year 1 pupils on track to meet phonics standard. Targeted intervention pupils demonstrate accelerated progress. **By July 2027:** Year 1 phonics outcomes reach at least national average. Year 2 re-check outcomes improve. Reading remains a school strength at KS1 and KS2.

Priority 3: Develop Subject Leadership and Curriculum Evaluation – Paul Schumann and Karen Gardiner

Why this is a priority

Subject leaders now have established monitoring systems. The next stage is developing their ability to evaluate impact and drive improvement.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Strengthen Curriculum Leadership	• Implement annual curriculum reviews. • Conduct deep dives. • Develop governor links. • Introduce annual curriculum impact reports. • Create a series of Subject Leader Staff meetings to upskill all leaders and ensure a consistent approach to subject leadership.	HT / DHT / Subject Leaders	September 2026 - July 2027	Deep dive reports, governor visits, subject action plans	**By January 2027:** All subject leaders complete monitoring cycle and identify curriculum priorities. **By April 2027:** Subject leaders confidently articulate strengths, weaknesses and next steps. **By July 2027:** Annual curriculum impact reports completed. Governors understand curriculum strengths and areas for development.

Priority 4 **Ensure Consistent Delivery of Mastering Number Sessions** – Dominique Lloyd

Why this is a priority

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Ensure Consistent Delivery of Mastering Number Sessions	• Adapt timetables to include five weekly sessions. • Ensure all staff access and review teacher guidance before teaching. • Conduct regular learning walks and drop-ins to monitor implementation.	**DT**	**Aut 1** **Aut 1** **Aut 1 - ongoing**	**KS meetings**	• Timetables clearly show five weekly sessions. • Learning walks confirm consistent delivery across classes. • Staff demonstrate confidence in using materials as intended.
Develop Staff Subject Knowledge and Pedagogical Understanding	• Attend Maths Hub and centrally-led sessions. • Facilitate staff meetings to share key learning • Provide opportunities for lesson observations and professional discussion	**DT**	**Every half term** **Spring term**	**Monitoring summary reports. Reports to the GB**	• Attendance records demonstrate engagement in training. • Staff discussions reflect consistent understanding of pedagogical approaches. • Observations show effective use of representations and mathematical talk.
Strengthen Assessment and Pupil Progress Tracking	• Complete baseline and end-of-year assessments. • Update tracking information at least half-termly. • Use assessment information to identify pupils requiring additional support.	**DT**	**Aut 1 & Sum 2 but chn tested half termly**	**data**	• Tracking data is regularly updated and reviewed. • Teachers can identify strengths and gaps in pupil understanding. • Intervention groups are targeted effectively.

Priority 5: Strengthen Adaptive Teaching – Michelle Simmons

Why this is a priority

SEND systems are strong. Monitoring identifies consistency of adaptive practice as the next stage of school improvement.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Develop Consistent Adaptive Teaching	• Deliver adaptive teaching CPD. • Introduce adaptive practice toolkit. • Conduct learning walks. • Share best practice. Strengthen provision mapping.	SENDCo / SLT	September 2026 - July 2027	Learning walks, SEND reviews, provision mapping audits	**By January 2027:** Adaptive teaching expectations agreed and evident in planning. **By April 2027:** Monitoring demonstrates increasing consistency across classes. **By July 2027:** Adaptive teaching evident in all classrooms and SEND outcomes remain strong or improve further.

BEHAVIOUR, ATTENDANCE AND ATTITUDES – Paul Schumann and Julie Carter

Priority 6: Sustain High Attendance and Reduce Persistent Absence

Why this is a priority

Attendance remains significantly above national averages and persistent absence remains below national levels.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Sustain Strong Attendance	• Target attendance groups. • Continue family support. • Improve attendance monitoring for vulnerable groups. • Celebrate strong attendance.	HT / Attendance Lead	September 2026 - July 2027	Attendance reports, governor monitoring	**By January 2027:** Attendance remains above 96%. Attendance plans in place for all pupils below 90%. **By April 2027:** Persistent absence reduced from autumn baseline. Attendance gaps narrow for identified groups. **By July 2027:** Attendance remains above national average. Persistent absence falls below 7%. No severely absent pupils.

Priority 7: Develop Exemplary Behaviour and Pupil Leadership – Paul Schumann, Karin Gardiner and Michelle Simmons

Why this is a priority

Behaviour is consistently strong and pupils report feeling safe. The next stage is strengthening pupil ownership and leadership.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Develop Positive Learning Behaviours	• Expand leadership opportunities. • Embed restorative approaches. Strengthen pupil voice. • Develop self-regulation strategies.	HT / Behaviour Lead	September 2026 - July 2027	Behaviour records, pupil voice, governor visits	**By January 2027:** New leadership opportunities established across the school. **By April 2027:** Pupil voice demonstrates increasing ownership and responsibility. **By July 2027:** Behaviour remains a strength. Over 95% of pupils report positive behaviour and safety.

PERSONAL DEVELOPMENT

Priority 8: Develop a Personal Development Entitlement for Every Pupil – Paul Schumann

Why this is a priority

The school offers significant enrichment opportunities. Leaders wish to ensure these are tracked and experienced by every child.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Personal Development Passport	• Create Personal Development Passport. • Track participation. • Increase leadership, enrichment and community opportunities.	DHT / PD Lead	September 2026 - July 2027	Participation registers, pupil voice	**By January 2027:** Personal Development Passport launched and participation baseline established. **By April 2027:** Every pupil has participated in multiple enrichment experiences. **By July 2027:** Every pupil completes a Personal Development Passport and can evidence a broad range of experiences.

Priority 9: Further Develop Mental Health and Wellbeing – Michelle Simmons

Why this is a priority

The school has strong wellbeing systems. The next phase is embedding preventative approaches and pupil leadership.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Promote Wellbeing and Mental Health	• Conduct wellbeing surveys. • Develop wellbeing ambassadors. • Strengthen Compass partnership. • Increase parent engagement. • Maintain staff wellbeing support.	SMHL / SENDCo	September 2026 - July 2027	Survey outcomes, wellbeing reviews, pupil voice	**By January 2027:** Baseline wellbeing surveys completed and wellbeing ambassadors appointed. **By April 2027:** Parent engagement programme delivered and reviewed. **By July 2027:** Positive wellbeing indicators maintained across pupils and staff.

LEADERSHIP AND GOVERNANCE

Priority 10: Move Leadership and Governance Towards the Strong Standard – Carolyn Burke and Paul Schumann

Why this is a priority

The school now meets expected standards securely. Leaders and governors seek to move towards strong practice.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Develop Leadership and Governance	• Audit against ASCL Strong Standard. • Develop middle and senior leadership. (Continue with SLT meetings. • Staff member to begin NPQH qualification)	HT / Chair of Governors	September 2026 - July 2027	Governor monitoring, external review, leadership evaluations	**By January 2027:** 3 SLT meetings completed, Staff member enrolled on NPQH **By April 2027:** 6 SLT meetings completed, Staff member fully engaged with NPQH **By July 2027:** 9 SLT meetings complete and NPQH training impacting the school
Strengthen Governance Effectiveness through Succession Planning	• Complete an annual governance self-review against recognised governance standards. • Undertake a governor skills audit and identify recruitment priorities. • Review governing body effectiveness, committee structures and governor terms of office. • Develop a three-year succession plan, including future vacancies and skills requirements. • Identify and develop future Chairs through mentoring, shadowing and training. • Introduce an annual Chair performance review, incorporating feedback from governors and the Headteacher. • Produce and publish an annual Governance Impact Statement evidencing challenge, support and contribution to school improvement.	Chair of Governors / Headteacher	September 2026 - July 2027	Governance self-review, skills audit, governor monitoring records, attendance records, succession plan review, Chair appraisal, Governance Impact Statement	**By January 2027:** Governance self-review completed. Governor skills audit analysed. Terms of office reviewed. Succession plan and future vacancies identified. **By April 2027:** Future Chair identified and engaged in development opportunities. Recruitment priorities agreed. Monitoring demonstrates effective challenge and strategic oversight. **By July 2027:** Chair performance review completed. Governance Impact Statement published. Evidence demonstrates strengthened governance effectiveness, succession planning and accountability. At least one governor is prepared to undertake the Chair role if required.

SAFEGUARDING

Priority 11: Maintain Highly Effective Safeguarding – Paul Schumann, Karen Gardiner and Dominique Lloyd

Why this is a priority

Safeguarding is highly effective and embedded throughout the school.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Maintain Highly Effective Safeguarding	Annual audit using DCC software. Staff training (changes to KCSIE [Sept 26] and full DCC training [Nov 26]). Online safety review and filtering. Pupil voice sessions completed. Governor safeguarding monitoring.	DSL / Governors	September 2026 - July 2027	Safeguarding audits, governor visits, pupil interviews	**By January 2027:** Safeguarding audit completed and actions addressed. 100% safeguarding compliance. Governor audit of filtering system. **By April 2027:** Pupil interviews demonstrate strong safeguarding knowledge. **By July 2027:** Safeguarding remains highly effective and fully compliant.

INCLUSION

Priority 12: Strengthen Inclusion and SEND Provision – Michelle Simmons

Why this is a priority

Inclusion remains a strength. Continued development of adaptive teaching and SEND provision is required to respond to increasingly complex needs.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Enhance Inclusion and SEND Provision	Extend adaptive teaching CPD. Review SEND Hub provision. Strengthen provision mapping. Develop Neurodiversity Advocate programme.	SENDCo / SLT	September 2026 - July 2027	SEND reviews, learning walks, progress meetings	**By January 2027:** SEND review completed and adaptive teaching expectations embedded. **By April 2027:** Monitoring shows increasing consistency in classroom adaptation. **By July 2027:** SEND pupils continue to achieve strongly and access the full curriculum successfully.

Early Years

Priority 13: Strengthen Oracy and Communication through the EEF NELI Trial – Michelle Simmons

Why this is a priority

Strong communication and language underpin children's learning, relationships and later literacy. Participation in the EEF NELI trial provides an evidence-informed opportunity to strengthen universal oracy practice, identify children with additional language needs early and deliver targeted support with fidelity. Staff will also build on their Summer 2026 training by embedding the SHREC approach consistently in everyday interactions.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Develop Communication, Language and Oracy through NELI	• Complete EEF NELI trial training and establish clear staff roles. • Assess children's language and identify those requiring targeted support. • Deliver NELI sessions consistently and in line with trial guidance. • Build on Summer 2026 training by using the SHREC approach consistently to support high-quality adult-child interactions. • Embed high-quality adult-child interactions, vocabulary teaching, storytelling and structured talk across continuous provision. • Engage families with practical activities that develop talk and vocabulary at home.	Michelle Simmons	September 2026 – July 2027	NELI assessments and delivery records; SHREC-focused learning walks and observations of adult-child interaction; vocabulary and communication samples; pupil progress reviews; family feedback	**By January 2027:** Staff training is complete, baseline assessments identify need accurately, targeted groups are established, and NELI is delivered with fidelity. Monitoring confirms that staff are building on Summer 2026 training and using the SHREC approach in daily interactions. **By April 2027:** Targeted children show measurable progress from baseline in listening, vocabulary and expressive language. Learning walks show consistent use of SHREC alongside sustained shared thinking and purposeful talk. **By July 2027:** End-point assessments demonstrate improved communication and language outcomes for participating children, with gaps narrowing for identified pupils. Evaluation demonstrates that SHREC and effective trial practices are embedded in ongoing Early Years provision.

Evaluation Schedule **January 2027**	**April 2027**	**July 2027**
• Mid-Year Autumn Review • RAG-rate all priorities • Report to Governors • Update actions as required	• Spring Review • Evaluate impact of interventions • Review progress against milestones • Report to Governors	• Final Evaluation • Assess pupil outcomes • Complete Governance Impact Statement • Identify priorities for 2027-2028 School Improvement Plan

End of Year Success Measures (July 2027)

- EYFS outcomes remain significantly above national averages.
- Year 1 phonics outcomes improve to at least national averages.
- KS1 Reading, Writing and Mathematics outcomes remain above national averages.
- KS2 Reading, Mathematics and Combined RWM outcomes remain above national averages.
- Writing outcomes improve in both key stages.
- Attendance remains above national averages.
- Persistent absence falls below 7%.
- Every pupil completes a Personal Development Passport.
- Safeguarding remains highly effective.
- Governors can evidence movement towards Strong Practice.
- SEND and disadvantaged pupils continue to achieve strongly.