School Improvement Plan for Walkern Primary School 2025-26

Objective 1: Foster a Culture of High Expectations in Fundamental Skills (reading, handwriting, times tables)

Why?

Times tables scores have been low for past 2 academic years. Leaders have identified inconsistency in handwriting standards in year groups. Lack of parent participation in the practicing of reading has been noted across the school.

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Establish clear progress route from Year 1 onwards to enable children to confidently master times tables by Year 4.	Maths Lead & Year Group Teachers	Display materials, lesson plan templates	Term 1 2025	- Staff develop and use clear progression map of skills (including daily rote counting from Year 1 in 2s,5s,10s) - Consistent approaches of daily practice in Years 2-4/5 - Implementation of Timestable Rockstars - Expectations/support material communicated clearly in all classrooms. - Observations show consistent implementation of expectations. Consider implementation of MN through Maths Hub Working walls/displays Interventions for those not achieved in yr4?
Review and enhance the handwriting curriculum to ensure adequate practice opportunities.	English Lead & Year Group Teachers	Handwriting resources, training materials	Term 1 2025	- Updated handwriting progression map updated by Term 2 to reflect Little Wandles mnemonics and pen pals.

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Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
				- Agreed time tabling to raise profile and regular teaching and practice of handwriting. - Staff training on effective delivery of handwriting - Improvement in handwriting quality observed in pupil samples. Marking policy reflects increased focus on presentation
Develop learning partnership with parents to encourage greater number of children practicing reading at home.	Head Teacher, English Lead & Class Teacher	Tailored resources, training	Ongoing throughout the year	- Implementation of home-school learning agreement - Updated homework policy - Positive reinforcement/rewards implemented consistently throughout the school - Regular events for parents to share reading in school show improved engagement - Regular monitoring of reading records show improvement in home reading

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Objective 2: Strengthen the Curriculum to Address Gaps in Learning

Why?

Subject leads/ofsted identified children were unable to consistently recall prior learning or discuss progression of skills in each field.

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Identify and explicitly signpost key learning for all units within the sequences of learning.	Curriculum Leads	staff time	2025	Key Learning question added to all units within the current sequence of learning. Effective questioning/assessment – chn are able to answer the key question. Staff have access to high quality CPD via assessment project to improve their recall practice –Ben Fuller HfL Observations show high quality
Explicitly signpost links to prior learning within each sequence of learning Map out progression of skills for each foundation subject in child friendly language. E.g.' Year 1 Geographer : I am , I can draw simple maps , I do'	Subject Leads Subject Leads & Year Group Teachers	Curriculum mapping tools, resources Mapping tools e.g. from twinkl	Academic year 2025-26 Academic years 2025 - 2026	- Explicitly stated within plans e.g. 'Link prior learning: Year One: The local school area' - Explicitly stated within plans - Children being able to refer to materials within the classrooms - Children being able to communicate skills - Whole school and class displays can be used by children to recall prior learning e.g. working walls

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Objective 3: To ensure strategic oversight of SEND is robust

Why?

To ensure our approach to SEND is robust and meets the needs of all pupils

Actions	Person Responsible	Resources Needed	Timefr ame	Success Criteria
Develop criteria for identifying pupils with SEND .	HeadTeacher & SENDCo	Herts SEN Toolkit	Term 1 2025	-Concise material to communicate these criteria with class teachers and parents - Review of children currently on SEND register - Development of 'Vulnerable Children List'
Develop procedure for removing pupils for SEND register and communicating this with parents.	HeadTeacher & SENDCo	Staff Time	Term 2 2025	- Review policy to incorporate procedure - Template material available for all teachers to communicate with parents - Parent voice shows parents feel supported
Develop a method of consistently tracking vulnerable pupils who are consistently below ARE in Maths and English.	HeadTeacher & SENDCo	Staff Time	Term 3 2025	- Termly review of SEND register with reference to SEND criteria - Updated PP forms / questions to reflect how children working below ARE are being supported - High quality interventions and/or support for below ARE via quality first teaching