

Butler's Hill Infant & Nursery School

Dream Big, Aim High



Our School Aims:

Caring, Creative, Confident

Our School Values:

Respect Responsibility and Resilience



SCHOOL IMPROVEMENT PLAN

2025 – 2026

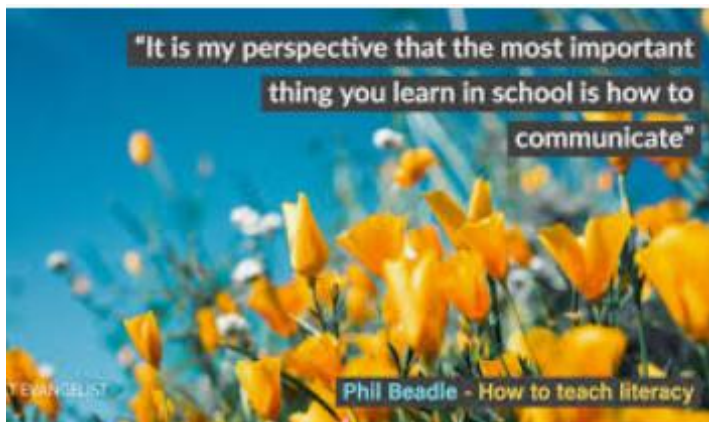
Context

Butler's Hill Infant and Nursery School is a larger-than-average infant school situated in an area with high levels of social disadvantage, with the IDACI placing the school in the bottom 3% nationally. From September 2024, the school's PAN was reduced to 60, enabling more cost-effective class sizes of 30 pupils. In 2025–2026, Year 2 will consist of three classes.

The school was graded Good by Ofsted in March 2023 and has continued to make significant progress, particularly with the introduction of the new writing scheme, Pathways to Write. Overall attendance for 2024–2025 stands at 94.34%, with persistent absence at 37.93%.

Butler's Hill Infants is an inclusive school, with a notably high proportion of pupils identified with Special Educational Needs (28.9%). Many pupils have Education, Health and Care Plans (EHCPs) and High Level Needs (HLN) and Additional family needs (AFN) funding. The Local Authority has recognised this significant level of need and awarded the school Enhanced Provision status. Continuous monitoring of the Enhanced Provision Unit (EPU) demonstrates positive outcomes, with increasing numbers of children reintegrating successfully into mainstream classes. Staff adapt the curriculum to ensure accessibility for all, despite rising complexity of SEND across cohorts.

Most children enter school well below age-related expectations, and attainment remains below national averages. However, pupils make rapid progress from their starting points. The school has strong provision across English, Maths, Science and RE, with a particular focus on vocabulary development, speech, and language acquisition. Oracy has been developed as a whole-school priority, supporting vulnerable groups through targeted interventions (e.g. Lighthouse and Rainbow Room), with further plans to expand this provision school-wide, using Beth Cole (speech and language therapist) and the Skills builder programme.



Butler's Hill Infant & Nursery School

YEAR PLAN SUMMARY

2025-26

Priority 1 Strengthen Inclusion and Belonging (Inclusion for all)	Priority 2 Raising standards in writing through secure transcription, purposeful composition, and increased independence.	Priority 3 Embed Oracy across the curriculum, using the Accelerator Skills Builder Programme	Priority 4 To enhance pupil's play experiences and promote positive behaviour, implementing OPAL play
Promote diversity, equity, inclusion, and belonging (DEIB) across all aspects of school life.	To raise attainment in writing for all groups of children – focus on transcription.	Explicitly teach oracy (including through the Skills builder programme) allowing children to rehearse and apply spoken language skills.	Fully embed the OPAL play programme to create purposeful, enjoyable, and inclusive playtimes
To ensure that children with complex SEND have equitable access to the full curriculum and experience a sense of belonging.	To adapt planning / scaffolding to build greater independence and resilience in writing for all groups – tasks to be matched to need / show progress over the year.	Embed Oracy opportunities into every subject; strengthening communication, teamwork, and problem-solving skills.	Use play as a vehicle to strengthen self- regulation, peer interaction, and resilience.
To embed inclusive practices consistently across all lessons, provision and adaptations.	Deliver staff CPD on effective writing pedagogy (modelling, scaffolding, sentence construction, writing for a purpose).	Provide targeted support to vulnerable groups to close gaps in language acquisition and confidence in speaking.	Develop a consistent language of regulation across the school to support positive behaviour and wellbeing.
<u>Intended Outcomes</u> Ensure pupils understand the importance of Respect for all and leave school prepared for life in Modern Britain. So that every learner, regardless of ability, background or need, can access high-quality teaching, participate fully in the curriculum, and achieve their potential.	<u>Intended Outcomes</u> To raise progress and attainment in writing across the school for all groups of children – focus on application of phonics and mastery of basic skills.	<u>Intended Outcomes</u> So that pupils can articulate their knowledge, using the 'probe and build model'. All pupils develop confident communication skills that support their learning, collaboration and personal development. Pupils make significant progress in their essential skills, needed to succeed in	<u>Intended Outcomes</u> Embed the language of regulation, so that children have positive play interactions. Significantly improve children's behaviour and wellbeing. Through collaborative and creative play, children develop stronger friendships and better socialisation skills.

		education, wider life, and future employment.	
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Priority 1: Strengthen Inclusion and Belonging

Context

Our vision is to create an inclusive, supportive, and dynamic learning environment where every child, regardless of their abilities, can thrive. Our mission is to provide a curriculum that meets the diverse needs of all learners, particularly those with Special Educational Needs and Disabilities (SEND), ensuring equal opportunities for academic and personal growth.

Butler's Hill Infants is a highly inclusive school with a significantly above-average proportion of pupils with SEND (29% in 2024–25). Many pupils present with complex needs, including communication and interaction difficulties, which represent 61.4% of SEND needs, with 50% of these linked to speech and language. The school currently has 5 pupils with EHCPs, 3 more in process, and 6 further plans expected this academic year. Several pupils require personalised timetables, enhanced provision spaces, and intimate care support. Each new Nursery intake brings an increased number of children with complex needs.




The Local Authority has recognised this growing demand by awarding Butler's Hill Infants Enhanced Provision status, providing additional funding (£135,912 over three years). This has enabled investment in three Enhanced Provision Units for SEND and the appointment of a dedicated speech and language therapist to work with children, staff, and parents.

Aligned with the 2025 Ofsted evaluation framework, the school is committed to ensuring that:

- The curriculum is ambitious, high-quality, and accessible to all pupils, including those with SEND and other vulnerable groups.
- Staff have the knowledge, skills, and confidence to identify and remove barriers to learning through effective curriculum design, formative assessment, and adaptive teaching.
- Curriculum and teaching approaches are informed by the best available research and evidence in supporting SEND and disadvantaged pupils.
- Additional adults are deployed to maximise access to high-quality teaching and to develop pupil independence over time.
- Adaptations and reasonable adjustments are well targeted, effective in reducing barriers, and focused on pupils' long-term outcomes.




This context highlights both the scale of need and the opportunities afforded by enhanced provision funding, providing a strong foundation for a SIP target focused on developing inclusive practice, strengthening staff expertise, and ensuring consistently high-quality outcomes for pupils with SEND.

We have three specialist provision units to meet the wide range of needs across our school. Each unit is designed to remove barriers, develop key skills, and prepare pupils for long-term success in learning and life.

 The Sunshine Room For children in F2 with attention and listening difficulties	 The Lighthouse For children with Communication & Interaction (C&I) needs	 The Rainbow Room For children who are non-speaking or pre-verbal, with high sensory needs and communication & language as a key area
Provision: Small group support “Squiggle Whilst You Wiggle” interventions ELS (SEND-adapted pace) Use of signs and symbols 2 adults supporting provision Attention Autism for small group sessions Access to class continuous provision and selected mainstream lessons (e.g. Music) Purpose & Impact: Develops attention and listening skills to build readiness for learning.	Provision: 1:1 phonics sessions Attention Autism to build engagement and attention skills Colourful Semantics programme Language for Thinking sessions “Squiggle Me into a Writer” activities Daily therapeutic lessons Sensory circuits Daily Interoception sessions Hybrid model: pupils access both Lighthouse and their mainstream class Purpose & Impact:	Provision: Pre-Phonics curriculum High levels of physical activity opportunities Sensory circuits Attention Autism (Curiosity Approach) Purpose & Impact: Provides intensive support for early communication and engagement. Builds foundations for language through sensory and physical experiences. Develops curiosity, interaction, and readiness for future structured learning.

<p>Strengthens early communication, interaction, and pre-literacy foundations.</p> <p>Ensures children remain part of the wider class community, supporting inclusion.</p>	<p>Builds communication, social interaction, and early literacy skills.</p> <p>Develops focus, independence, and resilience through structured programmes.</p> <p>Supports emotional regulation and well-being through therapeutic and sensory input.</p> <p>Maintains links with mainstream classes to ensure inclusion and progression.</p>	
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RESEARCH USED TO INFORM PRIORITY AREA:

Key Objectives	by end of December 2025	by end of April 2026	so that by July 2026
<p>1:1 Promote diversity, equity, inclusion, and belonging (DEIB) across all aspects of school life.</p>	<ul style="list-style-type: none"> 2 webinars to develop knowledge of strategies and resources, including examples of audits. (Webinar 1 23.09.25 Autumn 1, Webinar 05.11.25 Autumn 2). Webinars will also include a selection of development tasks to drive improvements. Remote 1:1 meeting (End of Autumn 1) to ensure pertinent and relevant equality objectives are established. 	<ul style="list-style-type: none"> ½ a day (Late Autumn 2/ Early Spring 1) in school to monitor and evaluate provision against the impact measures. Webinars will be delivered via MS Teams between 9.30 - 11am on 23.09.25 and 05.11.25. 	<p>Schools have appropriate and relevant Equality Objectives in place.</p> <p>Evidence of the impact of the teaching of British Values (BV) and the Protected Characteristics across the curriculum.</p> <p>Monitoring by leaders shows pupils have an increased knowledge and understanding of prejudice, discrimination British Values and the Protected Characteristics.</p>
<p>1:2 To ensure that children with complex SEND have equitable access to the full curriculum and experience a sense of belonging.</p>	<ul style="list-style-type: none"> By each term, planning audits and lesson observations will demonstrate that all curriculum areas are accessible, with adaptations clearly documented. 	<ul style="list-style-type: none"> By Easter 2026, all classes with children with complex SEND will have embedded at least one targeted activity per term to promote social interaction, peer relationships, and inclusion. 	<p>By July 2026, 100% of children with complex SEND will have individualized access strategies (e.g., differentiated resources, assistive technology, tailored support) implemented and reviewed termly.</p> <p>By July 2026, at least 85% of children with complex SEND will make progress in line with their individual learning targets.</p> <p>School environment, policies, and routines reflect a culture of inclusion, belonging, and equity</p>
<p>1:3 To embed inclusive practices consistently across all lessons, provision and adaptations</p> <p>Ofsted - Children achieve well from their starting points, including disadvantaged children, those with SEND, those who are known (or previously known) to children’s social care, and those who face other barriers.</p>	<ul style="list-style-type: none"> Teachers consistently plan lessons with built-in scaffolds, challenge, and accessible resources that reflect diverse learning needs. Observations and learning walks show evidence of inclusive strategies being used across subjects and year groups. All pupils have access to necessary adjustments (e.g., assistive technology, adapted materials, flexible grouping) without stigma or delay 	<ul style="list-style-type: none"> Individual support plans are implemented consistently and reviewed regularly with input from pupils, parents, and staff. Interventions are timely, evidence-based, and demonstrably impact pupil outcomes. Pupil voice indicates that learners feel valued, supported, and able to participate fully in school life. By the Spring 2026 term, staff planning will consistently show evidence of adaptations for pupils with additional needs, as verified in planning scrutiny each half term. 	<p>By July 2026, 100% of lesson observations will evidence at least two inclusive teaching strategies (e.g., scaffolding, visual supports, differentiated questioning).</p> <p>By the end of each term, pupil progress data will show that at least 85% of pupils with SEND/EAL are meeting or exceeding individual targets.</p> <p>By July 2026, pupil surveys will show at least 90% of pupils with SEND/EAL feel supported, included, and able to participate fully in school life.</p> <p>By July 2026, attendance of pupils with additional needs will improve by at least 2% compared to the previous academic year, and behaviour incidents will reduce by 10%.</p> <p>By the end of 2025–26, governor monitoring reports and external reviews will confirm that inclusive practices are embedded consistently across the school.</p>

Priority 2: Raising Standards in Writing through Secure Transcription, Purposeful Composition, and Increased Independence

Context: At Butler's Hill we are committed to ensuring that every child becomes a confident, fluent, and independent writer by the end of Key Stage 1. While outcomes in reading have remained strong, school monitoring, moderation, and assessment indicate that writing—particularly the transcriptional elements of handwriting and spelling—requires a more deliberate, systematic focus to ensure pupils develop the automaticity necessary for sustained, independent composition.

In recent years, national research and the newly published 2025 DfE Writing Framework have reasserted the critical importance of early transcriptional fluency. The Framework states that handwriting and spelling should be explicitly taught and practised from the earliest stages of schooling (Reception), so that these skills become automatic. This automaticity enables children to direct their working memory towards the higher-order skills of planning, structuring, and refining their writing, rather than being constrained by the mechanics of forming letters or encoding words.

Analysis of pupil work and teacher assessment at our school highlights that while children can generate rich ideas orally, they can sometimes struggle to capture them accurately in writing due to ongoing difficulties with transcriptional fluency—particularly letter formation, spelling of common exception words (CEWs), and secure application of phonics knowledge. This results in increased cognitive load, inconsistent application of taught spelling patterns, and reduced writing stamina.

Lesson observations and book look further indicate that some pupils continue to rely heavily on adult scaffolding, rather than applying strategies independently. Staff feedback gathered through professional questionnaires also identified a need for greater confidence and consistency in the explicit teaching of writing, particularly in balancing mechanics (transcription) with meaning (composition).

In light of the OFSTED English Report March 2024 review of writing we decided to seek out a scheme which takes a more mastery approach to writing based on the success we have achieved following a mastery approach to maths and White Rose. Pathways to Write provides a focussed approach to securing the foundations needed to ensure children can secure the basic building blocks through incidental writing opportunities across a range of genres prior to the end of unit writing outcomes. This scheme provided samples of expectations for a range of pieces of writing and end of unit exemplars to ensure staff expectations are consistent across classes and year groups in KS1 supporting staff CPD. We are now in the second year of the scheme and have purchased additional units in poetry. Although evidence of progress in books is strong, attainment remains below national.

Key Objectives:

2.1 To raise attainment in writing for all groups of children– focus on transcription skills

2.2 2.2 Building Independence and Resilience in Writing

2.3 Deliver staff CPD on effective writing pedagogy (modelling, scaffolding, sentence construction, writing for purpose).

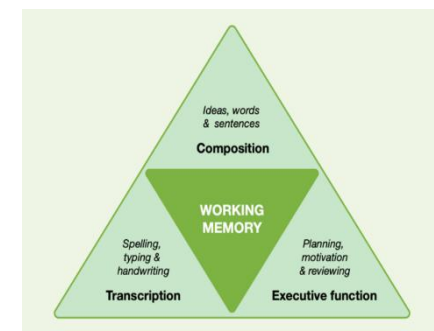


Figure 5: Based on 'The Simple View of Writing,' developed by Berninger et al.³⁵

RESEARCH USED TO INFORM PRIORITY AREA:

OFSTED English Subject Report March 2024: 'The writing curriculum often introduces complex tasks too early before many pupils are equipped with the knowledge and skills that underpin these. Primary pupils are not always given sufficient teaching and practice to gain high degrees of fluency in spelling and handwriting early enough'



Key Objectives	by end of December 2025	by end of April 2026	so that by July 2026
<p>2.1 To raise attainment in writing for all groups of children – focus on transcription skills Year 2 to continue with ELS Spelling Programme to support progress and use termly assessment materials</p> <p><u>OFSTED Research Review of writing 2022 states:</u></p> <ul style="list-style-type: none"> • Transcription skills should be a critical focus for EYFS and KS1. • Dictated sentences can be a useful way to apply and practise spelling, if children are not yet able to compose and transcribe at the same time. • It follows that it may be effective to teach transcription and composition skills separately in the earliest stages of writing instruction. <p>Composition can be done orally, and led by the teacher, until children are secure with transcription.</p>	<p>Teaching ensures clear progression in transcription skills from individual starting points, with explicit focus on accurate application of GPCs and CEWs.</p> <p>Handwriting is explicitly taught and modelled, with pupils forming letters correctly and fluently in line with year-group expectations.</p> <p>Assessment evidence (dictated sentences, independent writing) aligns with Autumn, Spring, and Summer exemplification materials – Y2 using ELS Spelling Programme</p> <p>Lesson observations show transcription skills are explicitly taught and rehearsed daily, forming the foundation for writing composition.</p> <p>Pupils use self-help resources (e.g., sound mats, CEW lists, word banks) with increasing independence during writing</p>	<p>Assessment evidence (dictated sentences, independent writing) aligns with Autumn, Spring, and Summer exemplification materials. – YEAR 1 as assessment grids were adapted end of 2025</p> <p>SLT monitoring (book looks/ lesson observations) compare all groups of children. – Summer 1</p> <p>Barriers are clearly identified</p>	<p>Pupils' writing shows a marked reduction in transcriptional errors over time, including improved spelling of CEWs and more consistent application of phonic knowledge (target: 40/45 GPCs secured).</p> <p>Books demonstrate clear progress in handwriting fluency and accuracy across the year.</p> <p>Pupils can independently apply phonics knowledge and CEWs in dictated and independent sentences (Y1 and below ARE in Year 2)</p> <p>ELS Spelling programme assessments for ARE and CEW expectations for Y2 shows progress and secure judgements for end of KS1</p> <p>Moderation outcomes confirm teacher judgements are secure and consistent with national exemplification.</p> <p>Transcription skills underpin fluency in writing composition, reducing cognitive load and improving overall writing quality.</p> <p>The gap between pupils' oral and written expression narrows, supporting stronger outcomes at the end of KS1.</p> <p>By Summer 2026, 80% of pupils make expected progress in writing (*from starting point) Gaps between disadvantaged and peers narrow by at least 10%.</p>

			<p>SEND pupils make suitable progress from their starting points. Gaps in knowledge and skills have been addressed.</p> <p>KS1 pupils demonstrate secure transcription skills.</p> <p>Ofsted, 'All groups generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress onto the next stage. Any gaps in their knowledge and skills are closing quickly.'</p>
<p>2.2 Building Independence and Resilience in Writing</p> <p>To adapt planning / scaffolding to build greater independence and resilience in writing for all groups – tasks to be matched to need / showing progress over the year</p> <p>Writing Framework recommends: Scaffolded teaching – modelled & shared writing, as well as sentence starters to help reduce cognitive load of pupils.</p>	<p>Teachers adapt scaffolding and challenge to promote independent writing for all groups, ensuring support remains appropriate for SEND and lower-attaining pupils.</p> <p>Pupils are explicitly taught self-regulation strategies (e.g., "have a go before you go") to foster resilience and independence.</p> <p>Planning includes structured oral rehearsal and vocabulary generation to support independent composition.</p> <p>Teachers consistently communicate clear expectations for writing output and quality</p>	<p>Lesson observations show children are applying mastery skills taught during whole class teaching during independent application – children 'have a go before they go' and have a greater resilience to write independently during the lesson.</p> <p>Book looks with show progress being made from starting points when teaching and learning has been adapted</p>	<p>Progress evidence in books shows reduced scaffolding and improved fluency, stamina, and independence.</p> <p>Lesson observations evidence children using self-help resources independently and applying mastery skills from whole-class teaching.</p> <p>Work samples show a reduction in teacher scaffolding over time, with greater pupil ownership and risk-taking in writing.</p> <p>Assessment data indicates a growing proportion of pupils working at or above age-related expectations in writing.</p>
<p>2.3 Deliver staff CPD on effective writing pedagogy (modelling, scaffolding, sentence construction, writing for purpose).</p>	<p>CPD priorities identified through staff questionnaires are addressed through workshops and dissemination sessions.</p> <p>Lesson observations and book looks reflect consistent use of taught strategies and agreed approaches to transcription and composition.</p> <p>Moderation processes are used to quality assure judgements and secure shared understanding of expectations.</p>	<p>All staff (teachers and TAs) access CPD focused on modelled and shared writing through Pathways to Write and Literacy Excellence Centre membership.</p> <p>Moderation processes are used to quality assure judgements and secure shared understanding of expectations.</p>	<p>Staff confidence in delivering high-quality writing instruction is strengthened, leading to sustainable improvement in writing outcomes.</p> <ul style="list-style-type: none"> - 100% of teachers attend CPD. - Lesson monitoring shows improved modelling and pupil engagement. - Teacher confidence in teaching writing (survey) increases by 30%. - End of year judgements consistent across classes and year groups -Pupil outcomes in writing improve as a result of higher-quality, more confident teaching. <p>Year 2 SPAG data / End of term Spelling assessments will secure judgements Year 1 Moderation exemplification to secure judgements</p>

ACTIONS		
by end of December 2025	by end of March 2026	by end of July 2026
2.1. To focus on securing transcription skills in both F2 / KS1		
<p>Autumn Moderation & Book looks will establish base starting points in transcription skills – letter formation / phonics and application of CEW with identified children to track over the year – PP/NPP – SEND/LA/ARE/GD</p> <p>The writing Framework on Transcription and Composition shared with staff – via email and prior to observations – further support in Workshops in SPRING 2</p>	<p>Spring Moderation & Book looks will establish mid-way point in the year in transcription skills – letter formation / phonics and application of CEW with identified children to track over the year – PP/NPP</p> <p>Through Workshops: Disseminate training from P2W and Literacy Excellence Centre training – both Teachers and TA's</p> <p>Observe Year 2 ELS Spelling -</p>	<p>End of Year Moderation & Book looks will show clear evidence of progress being made from starting points in key transcription skills – letter formation / phonics and application of CEW</p> <p>Review ELS Spelling Data / approx.. 17/25 indicated levels of ARE at end of 2025</p>
2.2 2.2 To adapt planning / scaffolding to build greater independence and resilience in writing for all groups – tasks to be matched to need / showing progress over the year		
<p>Book looks / observations shows that tasks are focusing on quality not quantity and planning has been adapted to meet the needs of all identified groups</p> <p>Attend webinars on the new framework / Flying High workshop December 2025 – will disseminate in SPRING 2</p> <p>Book look – focus on transcription and adaption</p> <p>Workshop to disseminate The Writing Framework 2025 / updates – SPRING 1 (NONE - AVAILABLE IN AUT 2)</p>	<p>Monitoring of Book looks / observations - SEND/LA / Disadvantaged groups to be focused on – Summer 1</p> <p>Through Workshops: Disseminate training from P2W and Literacy Excellence Centre training – both Teachers and TA's</p>	<p>Final book look will indicate progress of children where adapted tasks have been personalised to support less able learners.</p> <p>Workshop for any CPD received from courses attended</p>
2.3 CPD: To support all staff with the specific teaching in writing skills / New Writing Framework		
<p>Teachers receive a crib sheet for the writing process and lesson / sequence expectations – Prepared for Spring 2</p> <p>Links to CPD videos – Share key videos in workshop / Team meetings / signpost to Platform CPD resources</p> <p>Provide overview of The Writing Framework for staff</p>	<p>Through Workshops: Disseminate training from P2W and Literacy Excellence Centre training – both Teachers and TA's</p> <p>Lesson Observations will show more aspects of the writing process from crib sheet received in the Autumn term – Summer 2</p> <p>All teachers attended Moderation Webinar – Spring 2</p>	<p>Staff Questionnaire will indicate training received has supported their delivery in the teaching of writing – as seen in observations / learning walks as well</p> <p>Workshop for any CPD received from courses attended</p> <p>All teachers attended Moderation Webinar – Summer 2</p>

<p>To contact The Literacy Company to support CPD and next steps / learning walks - TBA</p> <p>MOVE TO SPRING SWOT 1 workshop time (prepared) analysis with staff to establish next steps and evaluate current practice against The Writing Framework recommendations – reflect on current practice – AUDIT prepared to be shared with SMT to complete- SPRING 1</p> <p>Teachers will have seen CPD videos from new platform and observations will show I do / we do / you do approach to composition.</p> <p>All teachers attended Moderation Webinar – Autumn 2</p>		<p>Review whole school audit with SLT – establish next steps</p>
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Key Objectives	Timeline	Specific actions to achieve key objectives	Monitoring	Required resources linked to budget plan	Evaluation
Whole School					
2.1		£175.00 Premium platform for pathways. Staff will have access to Set A and Set B resources.	Book Look Observations Pupil Voice	Management Time	
2.2		SENDCO / Family support for adaptations and scaffolding	Book Look Observations Pupil Voice	Management Times	
2.3	Sept – July 2026	£75 – renew Pathways to Write CPD videos £175 to join the Literacy Excellence Centre £600The Literacy Company – CPD / Learning walks	Staff questionnaire	Time – workshops?	

Review Autumn 2025			
Obj	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence and Reporting	Future Actions
<p>2.1 To focus on securing transcription skills in both F2 / KS1 appropriate to year group expectations – clear progress to seen from starting points</p>	<ul style="list-style-type: none"> Writing Framework training – indicates key aspects of transcription being secured in the Early Years / F2 – A heavy focus will be placed on this phase (OFSTED) – JC completed the Writing Framework Appendix audit and shared with AE – all areas covered / to be looked at again with SMT 	<p>Observations Book looks Webinars attended for CPD purposes</p>	<p>Review marking scheme from January 2026 No pink pen for handwriting – yellow pen with starting point focus Black pen for CEW practice Green pen still in place where it supports teachers in assessing children’s work</p>

<p>in terms of phonic / CEW application and letter formation</p>	<ul style="list-style-type: none"> • Book looks across the school, and all classes have shown progress from all groups starting points since the beginning of term. • Learning Walks showed careful modelling of handwriting under the visualiser as well as a key focus on spelling / use of phoneme mats / word walls / CEW word banks • Time tabled – handwriting in F2 x 5 separate to phonic lessons • Time tabled – handwriting KS1 (x3) • Discussed current practice with Carl Pattison (Flying High) who feels what we're doing supports the framework expectations: • SSP – To support phonic spellings in F2 & Y1 (with key focus on CEW in Y1) • ELS Spelling Programme supports the Y2 spelling programme with the continuation of phonic lessons for children that still require this support. 		<p>Whole Class feedback / plenary marking together is essential – could use pink pen in plenary for highlighting more easily for children.</p>
<p>2.2 To adapt planning / scaffolding to build greater independence and resilience in writing for all groups – tasks to be matched to need / showing progress over the year</p> <p>Children not to be expected to write beyond their secured phonic knowledge – whilst retaining high expectations for all learners Writing Framework recommendation)</p>	<p>Shared with staff CPD resources on P2W regarding adaption and activities to support less able learners</p> <p>Observed good strategies/adaptions in learning walks demonstrating children being given the best opportunities to work more independently though the provision of writing frames / stem sentences / self-help resources and topic-based word walls/mats – LA supported carefully by adult but planning and adaptations enabled some greater opportunities for some independence.</p> <p>Use of widget symbols really supporting children for clarity</p> <p>Use of writing frames in the laminated wallets gave children the opportunity for self-correction / editing and an opportunity to practice before writing in their books/on paper – either during the lesson or follow up lesson (reducing cognitive load)</p>	<p>Observations</p> <p>Book looks</p>	<p>Lesson observation in Spring 2 / Summer to see further embedded</p>
<p>2.3 To support all staff with the specific teaching in writing skills (as indicated in staff questionnaires 2024-2025) as well as an introduction with The Writing Framework</p>	<ul style="list-style-type: none"> • SWOT ANALYSYS OF CURRENT PRACTICE / WORKSHOPS REGARDING FRAMEWORK TRANSFERRED TO SPRING 1 • All staff attended P2W webinar for moderation purposes and had the opportunity to look at their own books and make judgements against term expectations. 	<p>Teachers CPD on moderation and using the P2W resources for assessment – attended live webinar and had own books to during webinar to discuss examples</p>	<p>Webinar training to be repeated SPRNG 2 / SUMMER 2 to support judgements at key times in the year.</p>

<p>Focus on: Writing strategies (modelled/shared/guided/independent)</p> <p>Oral rehearsal and composition</p> <p>Focus on reducing cognitive load</p>	<ul style="list-style-type: none"> • Signposted staff to webinar on composition / and writing strategies which was disseminated via email and integrated into Learning Walks / this provided staff with a clear model for writing (modelled/shared/guided/ independent) which was then followed up through learning walks in F2 and KS1. • Observations in all classes showed recommended: I do / We do / You do ... the importance of children sharing their work on the carpet prior to having a go at their tables – focus on reducing cognitive load for independent writing 	<p>Observations in all classes showed recommended: I do / We do / You do ... the importance of children sharing their work on the carpet prior to having a go at their tables – focus on reducing cognitive load for independent writing</p>	
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Review Autumn 2025			
Objectives	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence and Reporting	Future Actions
<p>2.1 To raise attainment in writing for all groups of children – focus on transcription skills</p>	<p>Writing Framework training – indicates key aspects of transcription being secured in the Early Years / F2 – A heavy focus will be placed on this phase (OFSTED) – JC completed the Writing Framework Appendix audit and shared with AE – all areas covered / to be looked at again with SMT</p> <p>Book looks across the school, and all classes have shown progress from all groups starting points since the beginning of term.</p>	<p>Observations Book looks Webinars attended for CPD purposes</p>	<p>Review marking scheme from January 2026 No pink pen for handwriting – yellow pen with starting point focus Black pen for CEW practice Green pen still in place where it supports teachers in assessing children's work</p>

	<p>Learning Walks showed careful modelling of handwriting under the visualiser as well as a key focus on spelling / use of phoneme mats / word walls / CEW word banks</p> <p>Time tabled – handwriting in F2 x 5 separate to phonic lessons Time tabled – handwriting KS1 (x3)</p> <p>Discussed current practice with Carl Pattison (Flying High) who feels what we're doing supports the framework expectations: SSP – To support phonic spellings in F2 & Y1 (with key focus on CEW in Y1) ELS Spelling Programme supports the Y2 spelling programme with the continuation of phonic lessons for children that still require this support.</p>		<p>Whole Class feedback / plenary marking together is essential – could use pink pen in plenary for highlighting more easily for children.</p>
<p>2.2 Building Independence and Resilience in Writing</p> <p><i>To adapt planning / scaffolding to build greater independence and resilience in writing for all groups – tasks to be matched to need / showing progress over the year</i></p> <p>Children not to be expected to write beyond their secured phonic knowledge – whilst retaining high expectations for all learners (Writing Framework recommendation)</p>	<p>➤ Shared with staff CPD resources on P2W regarding adaption and activities to support less able learners</p> <p>Observed good strategies/adaptions in learning walks demonstrating children being given the best opportunities to work more independently though the provision of writing frames / stem sentences / self-help resources and topic-based word walls/mats – LA supported carefully by adult but planning and adaptations enabled some greater opportunities for some independence. Use of widget symbols really supporting children for clarity</p> <p>Use of writing frames in the laminated wallets gave children the opportunity for self-correction / editing and an opportunity to practice before writing in their books/on paper – either during the lesson or follow up lesson (reducing cognitive load)</p>	<p>Observations</p> <p>Book looks</p>	<p>Lesson observation in Spring 2 / Summer to see further embedded</p>

<p>2.3 CPD: Deliver staff CPD on effective writing pedagogy (modelling, scaffolding, sentence construction, writing for purpose).</p> <p>To support all staff with the specific teaching in writing skills (as indicated in staff questionnaires 2024-2025) as well as an introduction with The Writing Framework</p> <p>Focus on:</p> <ul style="list-style-type: none"> ➤ Writing strategies (modelled/shared/guided/independent) ➤ Oral rehearsal and composition ➤ Focus on reducing cognitive load 	<p>SWOT ANALYSYS OF CURRENT PRACTICE / WORKSHOPS REGARDING FRAMEWORK TRANSFERRED TO SPRING 1</p> <ul style="list-style-type: none"> ➤ All staff attended P2W webinar for moderation purposes and had the opportunity to look at their own books and make judgements against term expectations. ➤ Signposted staff to webinar on composition / and writing strategies which was disseminated via email and integrated into Learning Walks / this provided staff with a clear model for writing (modelled/shared/guided/ independent) which was then followed up through learning walks in F2 and KS1. ➤ Observations in all classes showed recommended: I do / We do / You do ... the importance of children sharing their work on the carpet prior to having a go at their tables – focus on reducing cognitive load for independent writing 	<p>Teachers CPD on moderation and using the P2W resources for assessment – attended live webinar and had own books to during webinar to discuss examples</p> <p>Observations in all classes showed recommended: I do / We do / You do ... the importance of children sharing their work on the carpet prior to having a go at their tables – focus on reducing cognitive load for independent writing</p>	<p>To be repeated SUMMER 2 to support judgements at key times in the year.</p>
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Review Spring 2026			
Objectives	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence and Reporting	Future Actions
2.1 To raise attainment in writing for all groups of children – focus on transcription skills	See Writing Data	DATA No Book Looks in Spring Term – Summer 1	Data is still low – spelling and handwriting remains the key to improved data across all groups.
2.2 Building Independence and Resilience in Writing <i>To adapt planning / scaffolding to build greater independence and resilience in writing for all groups – tasks to be matched to need / showing progress over the year</i>	Feedback from Book looks was positive – showing adaption in planning for appropriate groups, enabling pupils to have a go at writing more independently through scaffolding and appropriate writing frames (use of word banks and widget symbols to encourage composition and generate own ideas) Handwriting shows improvement but remains a target for several cusp children along with spelling. Workshop time to disseminate feedback and consider additional opportunities	Summer 1 book looks No Writing Observations in Spring 2	Provide additional support / time for children to practice spelling and handwriting
2.3 CPD: Deliver staff CPD on effective writing pedagogy (Modelling, scaffolding, sentence construction, writing for purpose	<ul style="list-style-type: none"> Disseminated information / training received from Flying High training on effective dictation & editing and proof reading. Disseminated further information regarding potential barriers to writing along with suggestion for practical strategies to support these barriers – this will be the focus of 25-26 Writing Action Plan / SIP to use as a basis for Quality First Teaching, supporting plugging the gaps of not only SEND pupils but low attaining. <p><u>SWOT of current practice – in line with The Writing Framework</u> Strengths:</p> <ul style="list-style-type: none"> Progression through year group mapped out with Pathways to Write – opportunities to revisit and review mastery keys Targeted support / scaffolding for some groups Children have appeared more motivated to write as observed by teachers over the year. Visualisers are offering the ability for all learners to see careful modelling of sentences and handwriting. Children are aware of what is being worked on based on the use of Mastery Keys and live marking and feedback. 	Teaching staff provided with resources to support teacher knowledge.	Continue to disseminate training

	<ul style="list-style-type: none"> ▪ Opportunity for children to share their ideas and oracy is valued ▪ Line guides are providing consistency across year groups and the school <p>Weaknesses:</p> <ul style="list-style-type: none"> ▪ Undoing bad habits in handwriting ▪ Spelling and application of phonics in writing – even with teacher emphasising use of self help phoneme mats and phonic specific activities where appropriate. <p>Opportunities:</p> <ul style="list-style-type: none"> ▪ Personalised AFL opportunities in lessons and additional support for cusp children ▪ Quality of resources ▪ Varying groups we work with <p>Threats:</p> <ul style="list-style-type: none"> ▪ Attendance of some pupils ▪ Pushing more able learners – adaption is key, but expectations must remain high as more able (in class) does not necessarily mean more able based on national expectations. Teachers must bear in mind QFT will hit most learners, but opportunities to extend must also be explicit. ▪ Behaviour / SEND – is a major factor in some classes and for some individual pupils and will almost certainly affect progress being made and achieving full potential. 		
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Priority 3: To embed oracy across the curriculum by systematically implementing the Accelerator Skills Builder programme

Context

The Oracy Commission’s recent report underscores the importance of speaking and listening skills in education, echoing the calls for these essential skills to be core components of our teaching. The report adds to the groundswell of organisations and educators across the sector who see how essential these skills are for life and work.

Research shows that speaking and listening, when measured with the Universal Framework, predict earnings, job satisfaction, life satisfaction and social mobility. But low levels of essential skills cost the UK economy £22bn and employers consistently cite the essential skills gap as a brake on productivity and growth.

Teachers recognise the huge potential of building essential skills in education. Teaching professionals almost unanimously see a portfolio of essential skills, literacy and numeracy as being important for employment opportunities, at 98%, 99% and 96% respectively. This translates into support for policy change: 86% of teaching professionals agree that the national curriculum should include essential skills, with almost half agreeing strongly.

Along with teaching professionals and the Oracy Commission, we believe that speaking and listening should be taught with the same rigour as literacy or numeracy. Over 900 education institutions, charities and employers have been doing just this - using a shared language and approach to develop knowledge of the skills, focusing learning tightly on specific components and measuring progress.

Research



WHAT THE RESEARCH SAYS

Impact on social mobility

Children who experience persistent disadvantage are significantly less likely to develop the language needed for learning than those who never experience disadvantage. Good language skills are crucial to social mobility.

It is possible to break the link between language difficulties and disadvantage with the right support at home, in early education and in school.

School readiness and attainment

Good speech, language and communication skills are essential for doing well at school, but this is not being recognised or acted upon widely.

There is good evidence that language interventions directly improve school attainment.

Beyond school: further education and employment

The demands of the workplace rely increasingly on good communication skills.

Without these skills young people are significantly less likely to be employed and more likely to experience mental health problems and enter the criminal justice system.

There are examples of effective 'beyond school' provision for young people with speech and language needs (SLCN), but they are isolated and support is variable in schools.

Source: Gascoigne, M. & Gross, J. (2017) Talking About a Generation. Current Policy Evidence and Practice for Speech, Language and Communication. The Communication Trust/ICAN



The writing framework July 2025

Key Milestones

Key Objectives	by end of December 2025	by end of March 2026	so that by July 2026
3:1 Explicitly teach oracy (including through the Skills builder programme) allowing children to rehearse and apply spoken language skills.	<ul style="list-style-type: none"> By December 2025, 100% of teaching staff will have completed training on the Accelerator Skills Builder programme, with follow-up coaching embedded in planning and observations. Staff will have a non-negotiables document (using skills builder/Voice 21 resources) for implementing oracy in their planning/teaching/classroom All staff will have Butler's Hill Oracy prompts displayed and will use them to refer to whenever oracy is being practised Oracy policy will be in place- *written, needs approving by Govs Best practice in oracy – from the writing framework 2025 and the Ofsted framework 	<ul style="list-style-type: none"> All classrooms/flipcharts will display the skills builder icons for listening and speaking and refer to them throughout teaching and learning Staff will be using the oracy non-negotiables document to inform planning and teaching Pupil interviews will demonstrate that pupils understand what oracy is and can use the prompts to identify the skills needed to be a good listener, speaker, talk partner and group member 	<ul style="list-style-type: none"> By July 2026, all subjects will incorporate planned oracy opportunities using the voice 21 framework and linked to the Accelerator Skills Builder framework, with evidence in lesson plans and schemes of work. By July 2026, all pupils will progress in at least two Accelerator Skills Builder oracy skills (e.g. speaking and listening) as measured by termly assessments and skills logs. Lesson observations (at least 90%) will show use of oracy prompts in class

	2025 will be consolidated into a concise document and added to all CPD and policies		<ul style="list-style-type: none"> Voice 21 framework and resources will be seen to be referred to in planning of all subjects Assessment against the Ofsted framework will demonstrate explicit teaching of oracy as a priority and place oracy as a continued focus using assess, plan, do, review.
3:2 Embed Oracy opportunities into every subject; strengthening communication, teamwork, and problem-solving skills.	<ul style="list-style-type: none"> Subject leaders will have development of oracy in their subject as a key objective in their action planning and monitoring At least 60% of lessons observed will demonstrate active pupil participation in structured oracy activities.(using the voice 21 framework/resources as the basis for planning)* 	<ul style="list-style-type: none"> By Spring 2026, staff will demonstrate consistent use of oracy framework and resources when planning and teaching all subjects At least 80% of lessons observed will demonstrate active pupil participation in structured oracy activities.(using the voice 21 framework/resources as the basis for planning) 	<ul style="list-style-type: none"> By Summer 2026, pupils report increased confidence in speaking and listening through pupil surveys with at least 80% positive responses. 100% of lessons observed will demonstrate active pupil participation in structured oracy activities.(using the voice 21 framework/resources as the basis for planning)
3:3 Provide targeted support to vulnerable groups to close gaps in language acquisition and confidence in speaking. (Beth/ interventions)	<ul style="list-style-type: none"> BC/AE to have agreed children to be assessed and targeted in F2/Y1 Screening will have been carried out in F1 and F2 and after analysis of the data- interventions and whole class teaching put into place to close gaps in SLC skills Speech sounds assessments will have been administered in F1/F2 and interventions put into place as appropriate KS1 will have a clear overview of those still working on SLC and will target their needs through QFT * need to check this KS1 will rag rate their children using communication trust resources. 	<ul style="list-style-type: none"> Interventions continue to be undertaken gaps being filled in F2/F1 KS1 staff aware of SLC needs in their class and plan accordingly in order work on their targets wherever applicable during QFT/small groups or 1:1 	<ul style="list-style-type: none"> Interventions will be consistent and assessments will demonstrate children making progress from their starting points Data demonstrates children who had gaps in Wellcomm assessments have made good progress from their starting points QFT in KS1 will provide for those with SLC difficulties and work on their targets wherever applicable

Key Objectives	Timeline	Specific actions to achieve key objectives	Monitoring	Required resources linked to budget plan	Evaluation
Whole School					
3:1	5/9/25 18/9/25	AUTUMN <ul style="list-style-type: none"> AE/RH Planning meeting skills builder Skills Builder training for all staff 	Classroom audit- are oracy visuals there	Management time AE (1 x every 2 weeks)	

	By end Autumn 1	<ul style="list-style-type: none"> Look at new Ofsted framework and pull out oracy- make into checklist document Check classrooms to ensure oracy prompts are displayed AE create non negotiables document for oracy based on writing framework 2025 and Ofsted framework 2025 AE to create oracy policy (including relevant parts from skills builder and with reference to best practice from writing framework 2025 and Ofsted framework 2025) Skills builder display in each classroom (A3) Set up logins for skills builder hub Assess listening and speaking on skills builder hub All staff teach skills builder lesson from Autumn 1 week 4 focusing on listening and speaking <p>SPRING</p> <ul style="list-style-type: none"> Skills builder training - Skills Leader Training Day 2: 30th January Planning Meeting 2: 28th January Staff Training 2:4th February <p>SUMMER</p>	<p>including skills builder visuals</p> <p>Are staff using the non-negotiables?</p> <p>Is the skills builder lesson happening every week in every class?</p>	A3 frame for each class	
3:2	By end Autumn 1	<p>AUTUMN</p> <ul style="list-style-type: none"> Performance management will identify that subject leaders have oracy in their subject on their action plans/monitoring * CHECK <p>SPRING</p> <p>SUMMER</p>	<p>Subject leader observations – at least 60% to show oracy in their subject</p>		
3:3	Autumn 1 Autumn 2	<p>AUTUMN</p> <ul style="list-style-type: none"> - Support from Beth Cole onsite Speech therapist /discussion with AE/RH - Speech sounds assessments F2/F1 -KS1 RAG rated own classes - Speech screening F2/F1 - Plan interventions from data- Refer any identified children to SALT <p>SPRING</p> <p>SUMMER</p>		12 sessions £333.33 £4333.29	

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Autumn Review			
Obj	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence and Reporting	Future Actions
<p>3:1 Explicitly teach oracy (including through the Skills builder programme) allowing children to rehearse and apply spoken language skills.</p>	<ul style="list-style-type: none"> All staff have completed training on the Accelerator Skills Builder programme Staff have a non-negotiables document (using skills builder/Voice 21 resources) for implementing oracy in their planning/teaching/classroom-WORKSHOP one for teachers All staff have Butler's Hill Oracy prompts displayed and will use them to refer to whenever oracy is being practised Oracy policy written, now needs approving by BC/Govs Skills builder display in each classroom (A3) Set up logins for skills builder hub Assessed listening and speaking on skills builder hub 	<p>CPD Log</p> <p>Document saved in QFT- Oracy and workshop given to teachers to discuss expectations Classrooms displaying prompts</p> <p>Oracy Policy</p>	<p>follow-up coaching embedded in planning and observations- do we need this? We are trialling skills builder but there are teething problems so we need to decide how it is going to work for us.</p> <p>Oracy policy to BC and Govs</p> <p>Best practice in oracy – from the writing framework 2025 and the Ofsted framework 2025 will be consolidated into a concise document and added to all CPD and policies- QS will this be interwoven in other sections or do we need a separate document?</p>
<p>3:2 Embed Oracy opportunities into every subject; strengthening communication, teamwork, and problem-solving skills.</p>			<p>Subject leaders will have development of oracy in their subject as a key objective in their action planning and monitoring * need to check this</p> <p>At least 60% of lessons observed will demonstrate active pupil participation in structured oracy activities.(using the voice 21 framework/resources as the basis for planning) * * need to check this</p>
<p>3:3 Provide targeted support to vulnerable groups to close gaps in language</p>	<ul style="list-style-type: none"> BC/AE agreed all F2 and F1 children to be assessed BC/AE/RC agreed interventions and targeted children in F2/Y1 Analysis of the data- interventions and whole class teaching put into place to close gaps in SLC skills Speech sounds assessments administered in F1/F2 and interventions put into place as appropriate Identified children in EYFS referred to SALT KS1 have rag rated their children using communication trust resources. 		<p>KS1 will have a clear overview of those still working on SLC and will target their needs through QFT * need to check this</p>

acquisition and confidence in speaking. (Beth/ interventions)			
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Priority 4: To enhance pupil's play experiences and promote positive behaviour, implementing OPAL play

Context

Based on a staff, parent and child survey undertaken in July, it was felt that, current playtimes often lead to higher levels of behaviour incidents, minor accidents, and friendship conflicts, which impacts learning time after breaks. Staff feedback highlights inconsistency in managing play behaviour, with limited shared language for regulation and resilience. Parents have expressed interest in more purposeful, enjoyable play that builds children's social and emotional wellbeing.

The physical environment has potential but requires better use of outdoor space, improved storage, and greater inclusion of loose parts to support creative play.

The school vision for behaviour and wellbeing emphasises resilience, cooperation and positive relationships, making play a key driver for improvement.



- **OPAL (Outdoor Play and Learning) Programme** research shows schools implementing OPAL experience a **40–60% reduction in behaviour incidents** during playtimes, with significant improvements in attendance, wellbeing, and engagement.
- **Michael Follett (2017), Creating Excellence in Primary School Playtimes** – emphasises that high-quality play provision supports self-regulation, independence and peer collaboration.
- **Play England & Play Wales reports** highlight that purposeful play is linked to improved resilience, reduced anxiety, and stronger friendships, which directly supports behaviour improvement.
- **Cahill & Dadvand (2018), “Play as a driver of wellbeing”** – evidence shows creative, inclusive play develops emotional regulation and social competence.
- **NFER (2019) research on wellbeing** identifies play as a protective factor for mental health and a contributor to positive school climates.
- **From the Improving the way Ofsted inspects education: equality impact assessment, which informs the toolkit:**
“Inspectors will evaluate and report on whether learners are taught to understand acceptable behaviour towards each other and in wider society. Schools ... will also evaluate whether providers respond to reports of bullying and harassment in a timely and effective way.”

From the **School Inspection Toolkit** (for use from November 2025), regarding *Attendance and behaviour*:

Attendance and behaviour meet the ‘expected standard’ when all the following apply:

- Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.
- Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.
- Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.
- Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.
- Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.

- Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning.

Attendance and behaviour meet the ‘strong standard’ when the ‘expected standard’ has been met and all the following apply:

- Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish.
- Leaders respond to the school’s and pupils’ changing circumstances and needs swiftly and skilfully.
- Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others.
- They (pupils) consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils’ behaviour, including consideration for others, sets an excellent example.
- Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.

- Practitioners consistently enable children’s best possible behaviour.
- Introducing and embedding OPAL Play will directly support the expectations set out in the Ofsted inspection toolkit for behaviour and attitudes. The toolkit highlights the importance of pupils learning self-discipline, managing their emotions, resolving conflict, and showing high levels of respect for others. High-quality play opportunities create daily contexts for pupils to practise these skills in real situations, developing positive relationships and resilience. By providing structured yet flexible opportunities for play, OPAL enables children to build social skills, self-regulation and independence, while reducing low-level behaviour incidents. This aligns with Ofsted’s emphasis on schools establishing high expectations for behaviour, consistent routines, and cultures that are highly conducive to learning.

Success Criteria:

- Reduction in lunchtime and playtime behaviour incidents recorded over the year.
- Pupil voice surveys show increased enjoyment of playtimes and sense of safety.
- Staff report improved cooperation, resilience, and independence in pupils.
- Positive behaviour and attitudes noted in Ofsted toolkit language: pupils demonstrate self-discipline, respect for others, and ability to resolve conflict.

Key Objectives	by end of December 2025	by end of April 2026	so that by July 2026
Embed OPAL Play to create purposeful, inclusive and enjoyable playtimes	Establish OPAL Working Group; complete baseline surveys; deliver whole staff INSET; complete Observation & Audit	Draft play policy; install storage for loose parts/wellies; implement quick wins; run parent engagement/Playday	By July 2026: fully embed OPAL play with consistent regulation language, improved behaviour, wellbeing, resilience, stronger friendships

Develop consistent language of regulation across all staff and pupils	Introduce regulation language in INSET and play assemblies	Ongoing staff training, play assemblies embedded, risk-benefit training completed	Shared regulation language consistently used at playtimes, behaviour incidents significantly reduced
Improve behaviour and wellbeing through collaborative, creative play	Initial improvements through structured playtimes, inclusive access, staff confidence building	Grounds development master plan created, further play resources embedded, staff reflection ongoing	Children demonstrate resilience, independence, stronger socialisation and positive wellbeing outcomes
Use play as a vehicle to strengthen self-regulation, peer interaction, and resilience	Staff training on regulation language; initial play assemblies model peer interaction	Embedding play assemblies across school; risk-benefit training strengthens resilience	By July 2026: pupils show improved self-regulation, stronger peer relationships and resilience in play

Specific actions to achieve key objectives		
by end of December 2025	by end of April 2026	by end of July 2026
<p>Establish OPAL Working Group (HT, lead, play coordinator, governor, parent)</p> <p>Baseline surveys (children, staff, parents) + collect behaviour/accident/absence data</p> <p>Whole staff INSET on play & regulation (Sept 2025)</p> <p>OPAL Mentor observation and audit</p> <p>Development Meeting 1 – draft play policy, agree quick wins</p> <p>Initial collection of loose parts; identify storage for welly boots</p> <p>Initial play assemblies introduce regulation language & model positive peer interaction</p> <p>(Monitoring: SLT & OPAL mentor; Resources: OPAL pack, staff time; Evaluation: baseline data, INSET feedback, draft policy, early evidence of regulation language use)</p>	<p>Play policy ratified by governors and shared with parents</p> <p>Storage installed for loose parts and welly boots</p> <p>Development Meeting 2 – review action plan, embed risk-benefit approach</p> <p>Risk-benefit training for staff strengthens resilience & confidence</p> <p>Regular play assemblies embedded to reinforce peer interaction & regulation</p> <p>Grounds development meeting – master plan for play landscape</p> <p>(Monitoring: HT/OPAL lead; Resources: OPAL templates, budget, training materials; Evaluation: policy ratified, events held, assemblies embedded, grounds plan completed)</p>	<p>Parent/community Playday event (showcase OPAL)</p> <p>Development Meeting 3 – RAG rate progress, update action plan</p> <p>Ongoing staff reflection sessions on play practice</p> <p>Final OPAL audit & award celebration (parents, governors, press)</p> <p>Repeat pupil & parent surveys to measure impact on regulation, resilience & socialisation</p> <p>SLT review of behaviour, wellbeing and regulation language outcomes</p> <p>(Monitoring: HT & OPAL CL; Resources: OPAL accreditation, meeting time; Evaluation: award achieved, reduced behaviour incidents, evidence of resilience and peer cooperation in surveys & observations)</p>

Key Objectives	Timeline	Specific actions to achieve key objectives	Monitoring	Required resources linked to budget plan	Evaluation
Whole School					
		- OPAL play programme		£6031.00	
		• Shed to store resources		£3500.00	
		• Play team release time for meetings / INSET		£200	

Autumn Review			
Obj	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence and Reporting	Future Actions

4.1 Embed OPAL Play to create purposeful, inclusive and enjoyable playtimes	<ul style="list-style-type: none"> Reduction in lunchtime incidents and accidents; improved pupil survey results; increased staff confidence 	Behaviour logs, accident records, staff/parent/pupil surveys, OPAL audit reports	Reaccreditation at 18 months; extend OPAL principles to before/after school clubs
4.2 Develop consistent language of regulation across all staff and pupils	<ul style="list-style-type: none"> Pupils and staff consistently using regulation language; reduction in conflict 	Learning walks, playtime observations, pupil voice records	Embed regulation strategies in curriculum & assemblies; continue refresher training
4.3 Improve behaviour and wellbeing through collaborative, creative play	<ul style="list-style-type: none"> Pupils demonstrate improved resilience, cooperation and friendships; positive feedback from parents 	Parent questionnaires, pupil focus groups, OPAL award recognition	Annual Playday event; expand play zones; continue staff reflection & CPD
4.4 Use play as a vehicle to strengthen self-regulation, peer interaction, and resilience	<ul style="list-style-type: none"> Pupils demonstrate resilience and improved peer interaction through play; staff report greater independence 	Pupil voice, staff feedback, observation notes from OPAL mentor, behaviour logs	Continue embedding OPAL play assemblies; extend regulation strategies into wider curriculum

Spring Review			
Obj	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence and Reporting	Future Actions
4.1 Embed OPAL Play to create purposeful, inclusive and enjoyable playtimes	<ul style="list-style-type: none"> Since the implementation of OPAL, there has been a notable improvement in the quality and purpose of playtimes. The introduction of loose parts, improved storage systems (including welly stations), and structured play opportunities has led to increased engagement across all year groups. Children are now actively involved in sustained, imaginative play, with fewer instances of aimless behaviour. Behaviour logs indicate that the majority of incidents are now low-level and concentrated within a small number of pupils, rather than widespread across the cohort. Staff confidence in facilitating play has increased, with adults taking on a more supportive and enabling role rather than directive supervision. Pupil voice highlights that children enjoy playtimes more, feel safer, and value the increased choice and independence in their play. 	<ul style="list-style-type: none"> Behaviour logs show low overall incidents with no exclusions OPAL audit and development meeting records Pupil voice and informal feedback Staff feedback indicating increased confidence Observations of sustained, purposeful play across the playground 	<ul style="list-style-type: none"> Continue embedding consistency across all staff during playtimes Further develop outdoor zones to enhance challenge and creativity Prepare for OPAL re-accreditation and external validation Extend OPAL principles into lunchtime routines and wider school provision
4.2 Develop consistent language of regulation across all	<ul style="list-style-type: none"> A shared language of regulation is now increasingly embedded across the school, supported by play assemblies, Zones of Regulation, and consistent adult modelling. Children are beginning to articulate their feelings and behaviours more clearly, using agreed vocabulary during playtime and classroom interactions. 	<ul style="list-style-type: none"> Learning walks and playtime observations Pupil voice demonstrating understanding of regulation language Reduced need for adult intervention in minor disputes 	<ul style="list-style-type: none"> Further embed regulation language through curriculum links and assemblies Develop visual prompts and signage across outdoor areas

<p>staff and pupils</p>	<ul style="list-style-type: none"> Staff are more confident in using consistent scripts and approaches, resulting in improved de-escalation and reduced conflict. This is particularly evident for pupils with SEND, where structured support and visual strategies are enabling improved self-regulation. There is early evidence that children are resolving minor conflicts more independently, using language modelled by adults. 	<ul style="list-style-type: none"> Consistent use of Zones of Regulation across classrooms and outdoor provision 	<ul style="list-style-type: none"> Provide refresher CPD to ensure consistency across all staff (including midday staff) Strengthen links between OPAL and safeguarding curriculum (e.g. boundaries, safe play)
<p>4.3 Improve behaviour and wellbeing through collaborative, creative play</p>	<ul style="list-style-type: none"> There has been a positive shift in pupil behaviour and wellbeing, with children demonstrating improved cooperation, sharing, and inclusion during play. The OPAL approach has created more opportunities for collaborative play, leading to stronger friendships and reduced social conflict. Children are increasingly showing resilience and perseverance, particularly when engaged in open-ended play activities. Staff report that pupils return to class calmer and more ready to learn, supporting improved attitudes to learning across the school day. Parents have responded positively to OPAL developments, recognising improvements in their children's confidence, enjoyment of school, and social development. 	<ul style="list-style-type: none"> Behaviour tracking showing reduction in repeated low-level incidents Pupil and parent feedback Observations of cooperative play and social interaction Links to improved classroom readiness and engagement 	<ul style="list-style-type: none"> Continue to expand range of play resources and opportunities Develop targeted support for pupils still struggling with social interaction Embed Playday and parent engagement events Continue to monitor behaviour trends to ensure sustained improvement
<p>4.4 Use play as a vehicle to strengthen self-regulation, peer interaction, and resilience</p>	<ul style="list-style-type: none"> OPAL has had a significant impact on pupils' self-regulation and social development. Children are increasingly able to manage their emotions, take turns, negotiate, and resolve conflicts during play. Opportunities for managed risk (e.g. loose parts, physical play) have supported children in developing confidence, independence, and resilience. This is particularly evident in pupils with SEND, where tailored approaches (visual timetables, structured choices, adult support) have enabled greater engagement and reduced anxiety. Staff report that children are more independent and require less adult intervention, demonstrating improved problem-solving and peer collaboration skills. <p>SEND children now accessing main playground Pupil voice demonstrates that OPAL play has had a significant positive impact on behaviour, wellbeing and social development. All pupils report (14.4.2026 pupil voice) that they enjoy playtimes and feel safe, with many highlighting the increased variety of activities and opportunities for creative play. Pupils are able to articulate how behaviour has improved, noting that children are "nicer" and share more. There is strong evidence of pupils developing self-regulation and problem-solving skills, with children independently describing strategies such as seeking support, using calm spaces and resolving conflicts with peers. This demonstrates that play is effectively supporting the development of independence, resilience and positive relationships across the school.</p> <p style="text-align: center;">○</p>	<ul style="list-style-type: none"> Behaviour logs showing incidents linked to specific needs rather than whole-cohort issues SEND case studies demonstrating improved engagement and regulation Staff feedback on increased independence and reduced reliance on adults OPAL mentor observations and internal monitoring 	<ul style="list-style-type: none"> Further embed risk-benefit approach to play across all staff Strengthen links between OPAL and Executive Functioning curriculum Develop pupil leadership roles (e.g. Play Ambassadors) Continue to track impact on behaviour, wellbeing and readiness to learn

Key People	CPD	Resources	Timeline	SIP Priority
Subject/ Team Leaders	Headteacher-Attend all OPAL meetings; lead INSET; oversee policy ratification OPAL Lead (Curricular Lead for Play) Coordinate OPAL action plan, draft/play policy, monitor implementation	Release time, OPAL pack, budget allocation Time allocation (1hr/week), OPAL resources	Sept 2025 – July 2026 Sept 2025 – July 2026	4
Teachers				4
SENDCO				
Office Staff				
TAs	Attend INSET & risk-benefit training, implement OPAL play approaches	CPD sessions, OPAL ePack materials		4
Midday Staff	Attend INSET & risk-benefit training, implement OPAL play approaches	CPD sessions, OPAL ePack materials		4
Site Manager	Install storage, support grounds development, ensure safe environment	Budget for storage, site plans	Sept 2025 – April 2026	4
All staff				
Parents	Participate in surveys, attend Playday, provide feedback on play	Event invites, communications	April 2026 & July 2026	4
Governors	Ratify play policy, attend Playday, support grounds development planning	Meeting time, governor training	Dec 2025 – July 2026	4
SLT	Monitor impact on behaviour and wellbeing, oversee evaluation	Access to data (behaviour logs, surveys)	Dec 2025 – July 2026	4

2024/2025 GOVERNOR MONITORING TIMETABLE RE SCHOOL IMPROVEMENT PLAN

SIP OBJECTIVE	GOVERNOR/s	WHEN	LINK STAFF
LEADERSHIP & MANAGEMENT 1.1			Emily Cunnington Rachel Hallam
2: CURRICULUM 2.1			Jo Castle Rachel Halam
QUALITY OF EDUCATION 3.1			Ali Elkington Rachel Hallam
4. BEHAVIOUR AND ATTITUDES			Vicki Siddons

