



WOODMANSEY CE
PRIMARY SCHOOL

Building Strong
Foundations



Unlocking
Potential



Inspiring a
Generation

School Improvement Plan

2026

Committee Structure

Curriculum & Quality Assurance: All governors are members

Chair: Mrs. Sara Fletcher

To consider the quality of teaching, learning, assessment and pupil outcomes.

Finance & Personnel : The Chair of Governors, Executive Head Teacher, Head of School and ½ the governing body (not including other staff governors)

Chair: Prof. Brad Gibson

To scrutinise monitor and prioritise the financial arrangements for the school to ensure the most effective use of resources, human, financial and physical and underpin the ethos, values and priorities of the school improvement plan.

Safeguarding, Health & Safety and Premises: The Chair of Governors, Executive Head Teacher, Head of School, staff governors plus the remaining governors not on the committee above.

Chair: Mr. Andrew Jolley

To consider and ensure that all areas of Safeguarding are effective and robust. That the broad environment ensures every possible opportunity for personal development. Promoting the highest standards of behaviour and welfare.

Training Link Governor: Mrs. Sara Fletcher

Subject Links

To fulfil these roles governors will need to maintain regular contact with the named teacher(s).

There should be at least ½ termly contact by phone or email or in person.

Governors should visit the school when the children are working at least once a year to see the subject(s) being taught.

Kerri Harold	Sara Fletcher	Julie Hakner
	English (named teacher, Lloyd Brannigan)	Early Reading & Phonics (named teacher, Emily Williamson)
Brad Gibson	Claire McGregor	Bethany Needham
Maths (named teacher, Joanne Kett) S.T.E.(M) (named teacher, Jonathon Williams) Primary Languages (named teacher, Jonathon Williams)	PSHCE, Pupil Council, Citizenship, Sex & Relationships, Educational Visits, (named teachers, Sarah Mallison & Emily Williamson)	Arts ((named teachers, Sharon Eastwood) Defender of the Arts) Computing (named teacher, Jonathon Williams)
Andrew Jolley	Eileen Wallis	Sarah Mallison
History & Geography (named teachers, David McEntegart)	Religious Education (named teacher, Joanne Kett) Collective Worship (named teacher, Joanne Kett)	P. E (named teachers, Lloyd Brannigan)

Pupil Groups Links

To fulfil these roles, governors will need to be able to make regular visits to school to meet with the named teacher; not necessarily always when the children are present.

Governors should visit at least twice a year when the children are present in order to see the pupils at work. (not *)

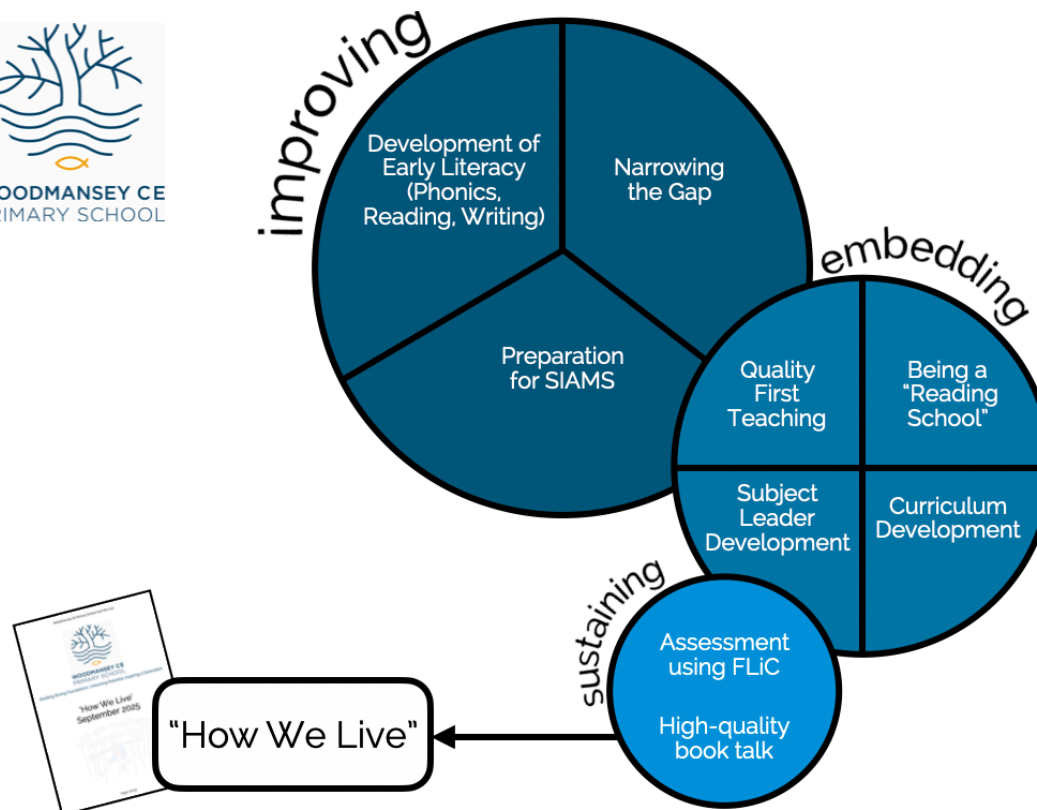
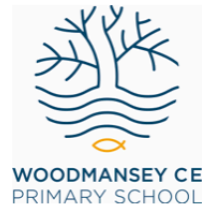
Kerri Harold	Sara Fletcher	Julie Hakner
Safeguarding including Child Protection * (named teacher, Jonathon Williams)	Pupil Premium Champion (named teacher, Jonathon Williams) SEND & Low Achievers Champion (named teachers, Sarah Mallison)	Early Years (named teacher, Sharon Eastwood)
Brad Gibson	Claire McGregor	Bethany Needham
Assessment (named teacher, Jonathon Williams)	Other Vulnerable and Minority Groups Champion * (named teacher, Jonathon Williams) Wellbeing (named teachers Emily Williamson) Ethnic Minorities, English as an Additional Language, Persistent Absence, Emotionally Vulnerable, Behaviour for learning, Looked After Children, Young Carers, Missing the Phonics threshold (named teacher, Jonathon Williams)	
Andrew Jolley	Eileen Wallis	Sarah Mallison
		Talented & High Achievers Champion (named teacher, Sharon Eastwood)

Introduction

Woodmansey CE Primary School continues to build on a strong trajectory of improvement, driven by a clear Christian vision that shapes the character, ambition and daily practice of the school. The priorities within this plan are rooted firmly in evidence, supported by national frameworks and informed by internal self-evaluation. They reflect both the needs of our pupils and the aspirations we hold for their academic, personal and spiritual development.

Our improvement strategy follows a deliberate three-tier model. This model ensures that:

- New priorities (Improving) are introduced with clarity, investment and high expectations
- Previous priorities (Embedding) deepen into consistent, high-quality practice
- Established priorities (Sustaining) become enduring features of school culture



This staged approach reduces initiative overload, supports implementation fidelity and ensures that change leads to sustainable improvement rather than short-term pressure.

The 2026 priorities have been shaped by our Standards Night which brings together:

- outcomes from internal monitoring of teaching, learning, curriculum and worship
- pupil progress and attainment data
- stakeholder feedback
- intelligence from English Hub monitoring

It is also informed by:

- the updated SIAMS framework
- Ofsted's 2025 Education Inspection Framework, particularly the emphasis on curriculum, reading and behavioural development
- our commitment to serving the whole child — academically, socially, morally and spiritually

The plan places deliberate emphasis on Early Literacy and Narrowing the Gap recognising the impact on long-term outcomes and their centrality to our vision of "Building Strong Foundations, Unlocking Potential, Inspiring a Generation".

Monitoring arrangements are rigorous, distributed and transparent. Each priority includes: clear ownership, timelines, implementation milestones, expected impact, and monitoring routes. This ensures that all leaders - including subject leaders, SLT, governors and external partners - understand their role in delivering improvement.

This School Improvement Plan provides strategic clarity, operational precision and accountability. It sets out not only what we will improve, but also why these priorities are the right priorities for Woodmansey at this time.

All improvement activity will be enacted in line with the expectations, routines and principles articulated in *How We Live*, our foundational document that defines the idiosyncrasies, professional culture and high-expectation systems that underpin daily life at Woodmansey.

Improving

Key: Orange = CPD

Purple = Staff Responsibility

Green = Updates

What We Wish to Improve	How We Will Affect Change	How We Will Know This Has Worked	Progress Update
<p>Development of Early Literacy (Phonics, Reading, Writing)</p>	<p>Overarching</p> <ul style="list-style-type: none"> • Deliver focused CPD on: <ul style="list-style-type: none"> ▸ Phonics (Staff Meeting: Summer) JW/EW ▸ Guided Reading sessions (Staff Meeting: Spring) JW ▸ Early Writing (Staff Meeting: Spring) JW ▸ The importance of oral composition & sentence construction (Staff Meeting: Spring) JW ▸ The writing process (planning, drafting, revising, editing, sharing) (Staff Meeting: Spring) LB ▸ Modelling and shared writing (Staff Meeting: Summer) LB ▸ Think Aloud (Staff Meeting: Autumn) EW/LB • Use coaching principles to ensure that staff feel supported and engaged in a culture to improve outcomes. <p>Early Language</p> <ul style="list-style-type: none"> • Develop a vocabulary curriculum in EYFS to ensure that for every 'unit' there is explicit intended vocabulary. SE • Ensure adults are using the intended vocabulary within continuous provision using given sentence stems. SE <p>Phonics</p> <ul style="list-style-type: none"> • Establish non-negotiable phonics routines in every EYFS and KS1 classroom, aligned with English Hub Challenge Checklist and monitored through three-weekly fidelity checks. JW/EW • Embed phonics resources that ensure fidelity to the scheme and are consistent across all teaching groups. JW/EW • Ensure phonics teaching spaces include all the necessary resources to support pupils' learning. JW/EW • Tighten assessment cycles to identify early intervention needs. EW • Ensure all pupils who are falling behind receive targeted, time-limited interventions with clear entry and exit criteria, reviewed half-termly. EW 	<ul style="list-style-type: none"> • Increase in children meeting phonics expectations • Higher quality writing outcomes in KS1 • Improved reading fluency and decoding accuracy • Consistency of practice observed across lessons 	

	<p>Reading</p> <ul style="list-style-type: none"> • Introduce effective Guided Reading sessions with a clear weekly structure (Decoding - Prosody - Comprehension) in EYFS & KS1. JW/EW • Ensure pupils get the opportunity to practice regularly. • In EYFS, define the fiction and non-fiction books which are shared with the children. SE <p>Early Writing & Writing Across School</p> <ul style="list-style-type: none"> • Introduce 'Ready to Write' criteria to ensure that posture, pencil grip, etc are secure. JW/EW • Introduce a consistent letter formation patten to ensure pupils have a visual scaffold to support correct letter formation. SE/JK • Implement a robust handwriting policy and associated sequence of learning for Year 2 - Year 6. LB/EW • Introduce a daily, timetabled writing fluency session in EYFS and KS1 focused on transcription, sentence construction and stamina. SE • Implement half-termly early writing reviews to identify pupils requiring immediate intervention. SE/JK 		
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<p>Narrowing the Gap</p>	<ul style="list-style-type: none"> • Use half-termly pupil progress meetings to identify pupils in the lowest 20 percent and agree precise, classroom-based adaptations alongside targeted interventions. JW/EW • Ensure teachers plan first for identified vulnerable pupils, with scaffolding embedded into Quality First Teaching. JW • Develop structured story time groups with identified children to support speech and language needs. JW/EW • Deploy targeted tutoring and structured intervention programmes with clear outcomes and review points. With a particular focus on children who have not: JW/EW <ul style="list-style-type: none"> • Achieved the expected level of development in Writing in Reception. • Achieved the expected level of development in Reading in Reception. • Kept up with handwriting expectations in Year 1. • Achieved the Phonics Screening Check in Year 1. • Achieved the expected level of development at the end of Year 2. • Strengthen alignment between SEND, Pupil Premium and classroom practice through engagement with Support Plans and Classroom Climate folders. Class teachers • Ensure that pupils who need support have access to the necessary resources and equipment. Class teachers • Track progress of vulnerable pupils half-termly to ensure rapid response where progress stalls. JW/EW • Ensure attendance of vulnerable pupils is monitored and action taken to improve it. JW/DC 	<ul style="list-style-type: none"> • Accelerated progress for lowest 20 percent • Reduction in attainment gap between PP/Non-PP • Clear evidence of adaptive teaching in monitoring 	
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<p>Preparation for SIAMS</p>	<ul style="list-style-type: none"> • Finalise and embed the school's spirituality model across curriculum planning, collective worship and classroom practice. JW • Establish a consistent collective worship structure, supported by shared planning formats and termly evaluation. JW • Ensure the Christian vision is explicitly referenced in curriculum documentation and discussed with pupils during learning. JW • Monitor collective worship regularly to ensure the agreed standard is met. JW • Carry out regular pupil voice activities to assess pupils' understanding of spirituality, values and vision. JW/JK • Conduct a formal SIAMS readiness review to identify strengths and next steps. JW 	<ul style="list-style-type: none"> • Monitoring evidences pupils articulating spirituality confidently • Worship is high quality and invitational • Leaders and staff speak clearly about the school vision • SIAMS readiness review shows strong alignment 	
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Embedding

What We Wish to Improve	How We Will Affect Change	How We Will Know This Has Worked	Progress Update
Quality First Teaching	<ul style="list-style-type: none"> • Use the Boxhall Profile and class information to ensure that pupils' emotional needs are met prior to anything else. <i>Class teachers</i> • Use agreed routines to ensure consistency of lesson structure, modelling and independent practice. <i>JW</i> • Staff routinely check for understanding during lessons using Assessment for Learning strategies. <i>Class teachers</i> • Ensure scaffolding is planned in advance to ensure that high expectations are secured for all pupils. <i>Class teachers</i> • Embed the use of the EEF 5-a-day principles. <i>Class teachers</i> • Ensure feedback from teachers is regular, usually oral, specific, practical, actionable and encouraging. <i>Class teachers</i> • Pupils have the opportunity to respond to feedback to improve their work using Response Time. <i>Class teachers</i> 	<ul style="list-style-type: none"> • Lessons show strong modelling, clarity and practice • Monitoring shows reduced variation between classes • Pupils are engaged, successful and increasingly independent 	

<p>Being a Reading School</p>	<ul style="list-style-type: none"> • Review and refresh the Story Masters reading spine to ensure high-quality, diverse and ambitious texts are carefully planned. LB • In EYFS, ensure the high-quality stories that are read aloud to children, including traditional and modern stories, are organised, listed and shared. SE • Maintain non-negotiable book talk routines in Story Masters sessions, supported by modelling and shared language. SE • Plan whole-school reading enrichment events to promote reading for pleasure and engagement. LB • Ensure book corners are appealing to children and uncluttered. Class teachers • Children have time to browse, and re-read or retell stories that have been read to them. Class teachers • Ensure Class Reading Time is planned and timetabled twice-weekly. Class teachers • Define a list of poems and stories that are read and shared with the children. SE/JK/DM/LB • Deliver training for parents on the importance of reading aloud and sharing stories. JW/LB 	<ul style="list-style-type: none"> • Pupils show improved comprehension • Increased reading frequency at home and school • Children articulate books and authors with enthusiasm 	
<p>Subject Leader Development</p>	<ul style="list-style-type: none"> • Provide coaching and structured CPD for subject leaders focused on monitoring, evaluation and impact. JW/SIP • Implement consistent monitoring cycles (books, lessons, pupil voice) with clear expectations and templates. JW • Agree texts that can be read across the wider curriculum in all subjects. Subject Leaders • Strengthen governor link visits to improve subject-level accountability and understanding. JW/Governors 	<ul style="list-style-type: none"> • Subject leaders confidently articulate intent, implementation and impact • Monitoring shows greater consistency and subject accuracy • Governors report improved clarity in link meetings 	

Curriculum Development	<ul style="list-style-type: none"> • Ensure all units of work continue to explicitly reference prior learning and future learning, reinforcing curriculum coherence across year groups. Subject Leaders • Strengthen retrieval practice through consistent use of low-stakes quizzes, recap activities and knowledge checks embedded within lessons. Class teachers • Maintain a shared approach to subject-specific vocabulary, ensuring key terminology is explicitly taught, revisited and used accurately by pupils. Class teachers • Monitor curriculum implementation through planned book looks and pupil discussions to ensure the intended curriculum is consistently enacted in classrooms. JW/Subject Leaders • Refine the writing curriculum to ensure that pupils have the opportunity to practise and apply foundational writing skills particularly in Year 1/2. JW/LB/EW • Complete curriculum unit plans for Cycle B of the 2-year cycle. JW • Explore a range of careers speakers to visit throughout the year. EW • Ensure that reading is encouraged and promoted in the wider curriculum including choral strategies that promote understanding and remembering. Class teachers • Finalise and consistently implement the Personal Development curriculum to exemplify the richness of the wider curriculum offer. JW/EW 	<ul style="list-style-type: none"> • High-quality books and learning sequences evident • Pupils show improved retention of key knowledge • Curriculum is ambitious and aligned to school vision 	
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Sustaining

What We Wish to Improve	How We Will Affect Change	How We Will Know This Has Worked	Progress Update
Assessment Using FLiC	<ul style="list-style-type: none"> • Maintain accurate and timely use of FLiC statements by all staff. Class teachers • Use termly moderation to ensure consistency and reliability of assessment. JW/Class teachers • Ensure assessment information directly informs planning and next steps. Class teachers 	<ul style="list-style-type: none"> • Assessments remain accurate and reliable • Pupils' progress clearly evidenced • Teachers use data to inform next steps confidently 	
High-quality Book Talk	<ul style="list-style-type: none"> • Sustain agreed structures for talk and discussion in lessons. LB/Class teachers • Read class novel daily. Class teachers • Prepare for story time so that it can capture attention and develop a love of reading. Class teachers • Continue staff modelling of rich, ambitious vocabulary. JW/Class teachers • Continue to develop Book Club to promote the love of reading by recommending texts, sharing book highlights and introducing new authors or titles. LB • Monitor the quality of classroom dialogue through lesson visits and pupil voice. JW/LB 	<ul style="list-style-type: none"> • Pupils explain ideas with confidence • Teachers consistently model and extend vocabulary • Book talk remains a strength in lessons 	