

Primrose Hill Primary School Improvement Plan

Objective 1 Reading							
To increase attainment for all children in reading; with a specific focus on EYFS and KS1 in their use of their phonic knowledge.							
Actions	Lead Person	Performance milestones: outcomes/dates			Monitored by	Monitoring Strategy	Resource/ Finance/C PD
		1	2	3			
To engage in support from the Literacy Hub and RWI with a view to improving outcomes for children.	ES + AR	Engage with frequent development days with Lacey Green Hub and RWI. Agree priorities at each stage. Phonics Lead to oversee implementation of priorities across KS1 and EYFS.	Half termly assessments to take place (on the Ruth Miskin portal) to ensure groupings of children are accurate and to identify children not making sufficient progress for referral to the 1-1 tuition sessions.	Work with the Literacy Hub and RWI to identify those children who would benefit from additional sessions and boosters in readiness for the Year 1 phonics screening check, including the Year 2 resit children.	ES + AR	Monitoring assessments and groupings.	Release time for phonics lead.
To develop staff delivery of RWI in KS1 and EYFS by providing effective training and coaching.	ES	Daily coaching sessions for KS1 and frequent coaching sessions for EYFS (by phonics lead) to occur focusing on agreed priorities during development days. Weekly coaching meetings to take place.	Staff use of resources on Oxford Owl and the Ruth Miskin Portal in terms of training and development but also in terms of supporting engagement at home.	Staff to deliver consistent and complete RWI daily lessons following the explicit steps for each specific group.	ES	Lesson visits, coaching, weekly meetings.	Release time for phonics lead.
To ensure that all children are making good progress in their reading across all key stages.	AR + ES	Baseline reading assessments completed across all key stages to identify starting points and target groups. 1:1 RWI sessions to be up and running by Autumn 2 in EYFS and KS1. At KS2, all children SSRT assessed at the start of the year to identify those working	Using assessment data, children working below ARE to be monitored - that all interventions, booster groups, keep up programmes are appropriately planned for and delivered to a high standard. This will be monitored through	End-of-year assessment data to show sustained progress across all key stages, with a reduction in the number of pupils below age-related expectations. Phonics data closer to nationals and KS2 data in line or exceeding nationals.	AR + ES	-RWI data -Home school reading records -Assessment data -Entry/ exit points for intervention/	

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		below the expected standard. Targeted intervention/ 1:1 reading set for these pupils.	looking at entry/ exit points and drop in observations.	Next steps for further development in reading identified and built into the following year's SDP priorities.		booster groups	
To cultivate a lifelong love of reading in KS2.	AR	A clear whole-school reading-for-pleasure strategy is in place, including class reading routines, class novel plans, and opportunities for pupil choice and discussion. Pupil voice collected to establish baseline attitudes toward reading and identify preferred authors, genres, and barriers to engagement.	Regular opportunities for reading enjoyment embedded (e.g. WBD, reading buddies, poetry weeks etc). Pupil feedback and teacher observations show growing enthusiasm and engagement with reading across classes. Pupils are able to talk about books, authors and genres confidently.	End-of-year pupil voice and teacher feedback demonstrate increased motivation, confidence, and enjoyment in reading. Reading culture is evident across the school, with pupils independently choosing a wider range of texts and regularly discussing books. Successes celebrated through reading events, displays, and community engagement, informing next year's reading development plan.	AR	-pupil voice interviews -teacher feedback -organising reading events -home reading logs monitored -recruiting reading volunteers	

Objective 2 Writing

To improve writing outcomes for all pupils by securing foundational skills, alongside enhancing oracy across the school.

Actions	Lead Person	Performance milestones: outcomes/dates			Monitored by	Monitoring Strategy	Resource/ Finance/CPD
		1	2	3			
To improve handwriting standards across the school by implementing a consistent approach,	AR + MW	All staff trained on Martin Harvey's <i>Achieving Excellence in Handwriting</i> programme.	Pupils consistently apply handwriting skills during lessons and in written work across the	Clear improvement seen in overall handwriting quality, fluency, and presentation across the school.	AR + MW	Book looks Drop in observations	Release time for lead

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ensuring regular practice and clear presentation in all subjects.		<p>All classes using handwriting lines in books across all subjects.</p> <p>Dedicated handwriting practice sessions are timetabled in every year group.</p>	<p>curriculum. Teachers monitor progress and provide targeted support for pupils who need additional guidance.</p> <p>Work samples collected termly to moderate and ensure consistency of presentation and formation across year groups.</p>	<p>Pupils demonstrate confidence in writing neatly in all subjects, using correct letter formation and size.</p>		<p>Writing moderation activities</p>	
Embed oracy development in EYFS and KS1.	AR + GA	<p>Structured oracy sessions are introduced (weekly plan) and develop the following-</p> <p>Physical (voice and body language, Linguistic (vocabulary and grammar), Cognitive (organizing and structuring thoughts) and Social & Emotional (listening, audience awareness, and confidence)</p>	<p>A more formalised approach to teaching oracy across EYFS and KS1 finalised and shared with all staff.</p> <p>Oracy activities embedded into daily practice, supporting sentence construction and vocabulary.</p>	<p>Pupils consistently demonstrate confident spoken language and use it to support independent writing.</p> <p>Writing outcomes reflect integration of oracy skills (e.g., richer language, accurate sentence structures).</p>	AR + GA	<p>Drop in observations</p> <p>Planning/ resourcing shared with GA</p> <p>Writing moderation</p>	
Strengthen early writing through RWI in EYFS and KS1.	AR, GA + ES	<p>RWI is delivered consistently across EYFS and KS1, with staff trained and supported to link phonics directly to early writing. Baseline assessments identify pupils' starting points in phonics and early writing. Early writing tasks are planned to reinforce taught sounds and handwriting routines.</p>	<p>Pupils apply phonics knowledge with increasing confidence in independent writing. Writing outcomes and phonics data are reviewed termly to identify pupils needing targeted support or intervention. Staff moderate writing samples to ensure consistency in expectations and</p>	<p>Pupils demonstrate clear progress in handwriting, spelling, and sentence construction linked to RWI teaching. End-of-year outcomes show improved writing attainment in line with phonics progress.</p>		<p>Writing moderation activities</p> <p>Book looks</p> <p>RWI coaching / drop ins</p> <p>Data analysing</p>	

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			assessment across EYFS and KS1.				
Implement new spelling and grammar schemes in KS2 to ensure teaching is consistent and progressive across year 3-6.		KS2 teachers are confident in planning and delivering the spelling and grammar using the new scheme/ guidance. Initial lessons delivered, with early monitoring of coverage and consistency through book looks and lesson drop ins.	Scheme is consistently implemented across KS2. Mid year assessments (grammar, spelling and writing book looks) show evidence of improved spelling and grammar in pupils' work. Identified gaps addressed through targeted interventions and/ or small group teaching.	End of year assessments show measurable improvement in spelling, grammar and sentence composition.	AR +MW	Half termly book looks. Phase meeting updates/ further training for staff as necessary. Assessment data analysed.	Release time for subject lead (MW)

Objective 3 Attendance

To improve attendance and be in line with national and regional figures.

Actions	Lead Person	Performance milestones: outcomes/dates			Monitored by	Monitoring Strategy	Resource/ Finance/CPD
		1	2	3			
To continue to have a high priority for attendance	NM	All teaching staff are set an attendance target for their performance management target.	Audit all current attendance strategies in school and then relaunch refreshed initiatives.	Re-establish monitoring letters to parents	NM CJ	Regular discussion with staff regarding attendance	

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To track PA	NM	DHT to review attendance of high profile pupils weekly. DHT reviews registers weekly, and provides feedback and questions to the school based attendance officer.	Identified pupils are invited into school attendance panel	DHT, EWO and attendance officer weekly review of PA pupils and agreed actions	NM CJ	Weekly review of attendance of identified high profile children with review of actions to take place.	
To ensure that attendance has a high profile throughout school.	All staff	Review current structures in place such as staged letters and the effectiveness of incentives for attendance in school - Snakes and ladders initiative Assembly announcements and spin the wheel for over 96%.	Discuss new incentives with staff to maintain high profile such as own clothes day for class who has a weekly attendance of 100% Weekly communication to parents regarding weekly attendance.		NM lead all staff	Attendance is increasing	

Objective 4 Leadership

To review leadership structures in preparation for recruitment of new EYFS lead.

Actions	Lead Person	Performance milestones: outcomes/dates			Monitored by	Monitoring Strategy	Resource / Finance /CPD
		Term 1	Term 2	Term 3			
To review current roles and responsibilities of the SLT, ensuring clarity of expectation and the avoidance of work replication.	LA	SLT to collate roles and responsibilities SLT to agree roles and responsibilities for each key member SLT to segregate roles and contribute to agreed action plans, writing their sections as appropriate	SLT to monitor implementation of SDP and all action plans. Individual members of the SLT to update, review and enhance their section of each plan as necessary	SLT to review the effectiveness of the implementation of all plans; SLT to use data to help identify trends and areas for further focus Individual SLT members to present their review to governors, helping to create a	LA	Minutes from meetings (inc GB school effectiveness committee) SLT roles & responsibilities document	

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				effectiveness overview for parents and other stakeholders.		Progress towards meeting targets	
To ensure the governing board is aware of its duties and is able to effectively capture the levels of challenge and support it gives to the school.	LA NM AF	<p>GB to complete skills audit</p> <p>GB to identify areas of focus</p> <p>GB to identify possible areas of training/support</p> <p>School to recruit new parent governor</p> <p>GB to appoint new governor based on results from skills audit</p> <p>Governors to agree policy calendar & adopt any new policies for that term</p> <p>GB to agree new SDP in line with the areas of actions from previous evaluations</p>	<p>LA to meet with GB over new inspection toolkit, explaining governor roles and responsibilities</p> <p>Governors to ensure new members are successfully inducted</p> <p>Governors to attend RAP meetings and visit classes</p> <p>Governors to meet with subject lead links</p> <p>Governors to adopt/agree any new policies for that term in accordance with the agreed policy calendar</p> <p>Governors to look at succession planning with focus on short term and long term goals</p> <p>Governors to monitor implementation of SDP and other actions plans in order to fully achieve all objectives</p> <p>Governors to arrange a parent coffee morning in order to</p>	<p>Governors to complete skills audit and identify areas for development for 26/27</p> <p>Governors to evaluate success of school, using data and reports, helping to identify areas of action for 26/27</p> <p>Governors to prepare report for parents and arrange a meeting with parents to share this report and provide parents with a platform to raise concerns, add challenge and celebrate success.</p>	LA AF LF NM	Governing board meeting agenda and minutes	

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			help promote the Board and its role				
To ensure that the school is prepared for its next OFSTED inspection, supporting staff, governors and other stakeholders to help them understand new expectations and the role they will play in this.	LA LF	<p>SLT to work with SIO on new OFSTED framework, identifying strengths and areas for improvement/focus</p> <p>School to ensure its website is fully compliant and easy to navigate</p> <p>Subject leaders to have NC review document as key focus for 25/26 appraisal cycle</p> <p>SLT to provide updates to staff on new OFSTED framework</p>	<p>Subject leaders to have created an action plan in response to NC review to help move their subject forward, secure accuracy of assessments and ensure that units of study are fit for purpose</p> <p>SLT to continue to work with SIO on performance descriptors, identifying evidences needed to secure standard and agree on areas which need further focus</p> <p>School to carry out series of learning observations and work scrutinies in order to evidence judgements; governors and subject leaders to take part in shared learning walks with SLT</p>	<p>SLT to have completed OFSTED performance descriptors.</p> <p>School to have produced evidence display showcasing work completed during 25/26</p> <p>Staff & Governors are aware fully aware of OFSTED inspection process and can confidently talk about their roles in this.</p>	LA LF	<p>Staff meeting minutes</p> <p>Evidence display</p> <p>Minutes from GB meetings</p> <p>Appraisal outcomes, evidence from work scrutinies/LOs</p>	
To ensure that school has confidently achieved all of the recommendations in its last internal audit.	LA CD	<p>50% of all actions identified in report have been fully completed. Governors are updated on this progress.</p> <p>25% have been partially completed</p>	<p>School has secured the support of a new SBM. They are successfully in post</p> <p>75% of all actions identified in the report have been fully completed. Governors are updated on this progress.</p>	<p>All actions from the Audit have been fully completed. School has identified any further areas of focus or improvement</p>	Governing body to monitor	<p>Reports from Audit visits.</p> <p>Evidence file kept and maintained by LA</p> <p>Minutes from GB meetings and</p>	

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		School has agreed SBM JD, PS and has placed an advertisement for a new SBM	25% of the actions identified are partially completed.			committee meetings	
		Audit re-visit on 30/11/25 successfully notes progress made					
To ensure that school has a staffing structure fit to meet the needs of an expanding roll and that staff are correctly deployed in order to help raise attainment and increase wellness.	LA NM AR SF ES KM	<p>LA to work with HR and School Accountant on possible staffing structures for a 3-form entry school.</p> <p>SLT to identify clear lines of management for staff, arranging phase meetings focused on improving attainment, increasing attendance and securing wellbeing</p> <p>Staff begin work on new initiatives to help improve wellness, punctuality and attendance</p>	<p>Staffing structure ideas to be shared with SLT and GB.</p> <p>Budget is agreed; it has a clear focus on improving standards through the careful deployment of staff and class support</p> <p>Mid-year appraisal reviews show strong progress to meeting targets; RAP meeting show strong progress and the school is on-track to meet regional and national data across all phases</p> <p>Staff morale is high</p>	<p>School carries out a series of surveys, capturing pupil, parent and staff voice. Feedback is good.</p> <p>Results from both national and school assessments show strong progress over the year, with improvements being made in key areas such as GLD, attendance and Y1 Phonics</p>	SLT Governing Board	<p>HT report to governing body</p> <p>Minutes from staffing & Finance (etc) sub-committee</p> <p>Termly data</p>	
To carefully manage the successful expansion of the school, including building work and staff capacity.	LA NM	LA and NM to liaise with all relevant parties over the expansion of the school	<p>LA and NM to continue to liaise with relevant building partners</p> <p>Governors to meet with pupil place representatives from LA to discuss next steps</p>	<p>School is on track to have a new building ready for September 2026; this will house Y5 and Y6</p> <p>Staffing recruitment has been successful; everything is in place for a strong start to 26/27</p>	LA Governing Board	<p>Physical building</p> <p>Minutes from GB meetings</p> <p>Building plans and project</p>	

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			Budget is agreed for new building - staffing and resources			management timelines	
Objective 5 EYFS							
To raise attainment and increase the percentage of pupils achieving GLD through high-quality, inclusive provision that supports good progress for all learners, including those with SEND or not identified for GLD.							
Actions	Lead Person	Performance milestones: outcomes/dates			Monitored by	Monitoring Strategy	Resource / Finance /CPD
		1	2	3			
Review EYFS baseline data and track progress of all groups (including SEND, disadvantaged, summer-born).	KM	Complete and analyse baseline assessments Identify groups and individuals needing additional support. Set ambitious but achievable progress targets through use of tools such as Edukey and progress trackers Match provision to ensure that all children make good progress identifying needs and children’s starting points through Early Identification.	Track progress half termly using formative and summative data. Evaluate impact of interventions and curriculum on (e.g., language enrichment, oracy, reading, fine motor groups, phonics, maths). Adjust provision based on data outcomes.	Review end-of-year data and evidence of progress. Close gaps and celebrate achievements. Ensure smooth transition into Year 1	KM	Data analysis to show gaps narrowing between key groups. WELLCOMM assessments -half termly RWI assessments High-quality teaching and provision informed by ongoing assessment and drop ins, peer	

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						drop ins. CPD opportunities to support knowledge on gaps identified for example- maths-numerical patterns Children confident and ready for Year 1.	
Implement regular progress meetings to identify pupils at risk of underachievement and adapt provision accordingly.	KM	Identify vulnerable groups: Highlight children at risk of underachievement (SEND, disadvantaged, EAL, summer-born) and ensure targeted provision using progress trackers, assessments	Plan and implement interventions: Deliver high-quality, evidence-based support (e.g., speech & language interventions, fine and gross motor interventions, one to one tutoring for phonics, maths interventions in small groups, Attention Autism Bucket Sessions, Use of Sensory Room, Intensive Interactions Review EYFS learning environments—indoors and outdoors	Monitor and track progress: Review attainment half termly with EYFS staff using formative and summative assessment-pupil progress meetings, phase meetings	KM	Evaluate impact and report: Review ON TRACK/NOT ON TRACK half termly with EYFS staff and Progress trackers termly with EYFS; adjust provision and interventions as and when needed. Monitor and review provision to ensure both indoor and	

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						outdoor environments support areas of EYFS learning.	
Strengthen family engagement to support learning at home, particularly for children not on track for GLD.	KM	Provide information on areas of curriculum and next steps: Parents and carers are better equipped and more actively engaged in supporting their child's learning at home, leading to improved progress in key EYFS areas (Communication & Language, Literacy, and Maths).	Hold parent Drop Ins with specific focuses on (e.g., phonics, early maths, storytelling) to demonstrate practical home learning activities and advise on how to support children in areas of curriculum. Targeted Play and Stays particularly for children identified as SEN or not on track for GLD. Share weekly ideas, challenges and activities on Class Dojo.	Offer individual parent meetings to discuss progress and home strategies for target children. Provide home learning packs with simple, low-cost resources and guidance for example-copies of small phonics cards and maths activities, home reading and library books	KM	Increased parent attendance at Drop Ins and Engagement Sessions to show strong home and school communication. Evidence to report higher confidence in supporting learning at home from families through feedback forms and verbal feedback. Improvement in all children's attainment and progress toward GLD including children not identified for GLD	

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						due to SEN needs etc by the end of the term/year	
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