



School Improvement Plan

BANKS ROAD INFANT
AND NURSERY SCHOOL

2026-2027

Review date: December 2027

SCHOOL IMPROVEMENT
2026- 2027

At Banks Road Infant and Nursery School we believe that within a happy, stimulating community, each child will develop a love of learning and a positive attitude towards their education. Through these shared values and a caring example, each child will have the opportunity to become a responsible citizen in the future.

The School Improvement Plan enables the school’s vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Improvement Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The School Improvement Plan is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

The plan is a working document which will be subject to change and amendment throughout the year. As a working document it will be subject to ongoing review and evaluation at various levels within the school including Governors’ Committees, Senior Leadership Team and subject leaders. It will be reviewed termly.

Other areas of continuous improvement; the core subjects of English and Maths, Climate Action

The Appraisal process for individual staff links closely with and reflects the school priorities.

Helen Taylor

Head Teacher

School Improvement Plan 2026-2027

Achievement: To ensure that all learners make good progress in Writing by securing the planning and teaching of all elements of T4W and by using rigorous assessment for learning including the use of feedback.

For staff to be confident and competent in planning a well-structured Talk for Writing Unit for a mixed-age class that includes the use of the toolkit

To continually make assessments and feedback in a timely manner that ensures rapid progress

To embed the teaching and hence fluency of SPaG in KS1

To continue to focus on transcription in EYFS and increase the opportunities for writing in play provision

Early Years: To ensure children can make rapid progress from their starting points in the Prime areas with a particular focus on behaviour and engagement

To ensure that all staff in Foundation Stage are skilled in developing individuals' next steps through quality play provision (continuous and enhanced)

To make rapid progress in C&L and PSED to build deep understanding and skills of self-regulation and positive behaviour for learning

Inclusion: To ensure that all children, particularly those that are disadvantaged make good progress from their starting points by providing them with high quality first teaching and adjustments to support and meet their needs in a safe and respectful environment.

For the SENCO to develop a more strategic role, increasing teacher ownership, skill set and confidence when supporting disadvantaged children, including those with SEND.

To increase staff knowledge, understanding and skill set around HQT, reasonable adjustments and barriers to learning.

To increase staff awareness of children in vulnerable groups, the barriers they may face and ensure they are effectively supported.

To raise staff confidence when discussing children's needs, barriers, the impact of support and the progress they have made.

Curriculum and Teaching: To embed the teaching of identified key learning and ensure that assessment and monitoring practices support children to commit their knowledge and skills to long-term memory

To teach and assess a mixed-age class key progressive knowledge across the wider curriculum to enable children achieve highly within their year group objectives

To use continuous and enhanced provision in KS1 to support key learning across the wider curriculum and promote active learning

For subject leaders to complete purposeful monitoring and CPD activities that have direct impact on children's learning

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

Issues and Influences considered to identify priorities for 2026 – 2027

1. Ofsted framework and consolidation of actions taken from last inspection Feb 2025
2. Knowledge of vulnerable groups/disadvantaged including SEND
3. Predictions based on teacher assessments
4. Local and National initiatives – Well-being, inclusion and SEND
5. Sustainability – climate action – building strategies into the curriculum

CPD:

We have a secure leadership organisation in the school. The senior leadership team is made up of the Head Teacher, the Deputy Head Teacher, TLR2 (EYFS lead) and the School Business Manager. SLT has a strong focus on curriculum and standards, gaining value for money, pupils, personnel and strategy.

CPD follows a cycle to ensure initiatives are implemented with a clear and sustained structure.

SCHOOL CONTEXT

Number of pupils on roll (Sep 2026)	Total: 138 Main school: 111 FS1: 27	Number of pupils eligible for pupil premium	7 – 6.4%	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	EHC plans: 2
Most recent Ofsted grade (Feb 2025)	Good	Ethnic Groups: Number of ethnic groups No. of children No. of languages spoken		Overall attendance (Summer term 2026)	96.2 Rank – 73rd

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

SCHOOL CONTEXT

Key Ofsted actions from last report:

1. Sometimes, the school does not ensure that some of its curriculum is clear on the essential knowledge to teach to pupils and when. This makes it harder for staff to make sure that pupils know and remember the information that the school intends. The school could further refine the curriculum for each subject to specify the knowledge that pupils are expected to learn and recall.
2. Assessment is not used consistently well across some areas of the curriculum. As a result, gaps in pupils' learning are not effectively identified and resolved quickly. The school should further develop its systems for using assessment information to better prepare children for the next steps in their learning.
3. The school is not using its knowledge of children's prior learning in the early years as well as it should to shape their next steps. This is leading to inconsistency in the quality of provision, both indoors and outside, and means that children are not achieving as well as they could. The school should build on what children know and can do so that activities provide a strong foundation for their future learning

Areas to improve/Actions:

- Complete curriculum documents in all foundation subject areas to include precise knowledge for each year group.
- Devise Knowledge Organisers for each project/area of learning.
- Impactful monitoring from leaders at all levels
- Ensure core subjects are assessed regularly formatively and summatively and Excel records are completed
- Use clear assessment criteria to identify gaps in learning across the foundation subjects and record attainment
- Ensure planning takes into account the assessments made
- Plan provision in EYFS carefully to facilitate learning; all staff to know how to use the environment to move children's learning forward.
- Develop consistency with AFL across classes to ensure continuous progress and high standards

Progress:

-

Priority 1: Achievement:

- To ensure that all learners make good progress in Writing by securing the teaching of all elements of T4W and by using rigorous assessment for learning including the use of feedback.

Led by Helen Taylor and Carla Davies

Context:

This is the third year and stage of our Writing priority. Having introduced a new bespoke scheme developed by the Writing leader, we have trialled, implemented aspects gradually, and are now fully immersed in the planning, delivery and assessment of ‘Talk for Writing’. This year is all about securing all elements; pitching the planning appropriately for the range of needs in a mixed-age class, including our disadvantaged learners, staff confidence in the use of toolkits, and the children making rapid progress due to robust formative assessment. We also aim to promote the value of writing and being a writer to our children in every aspect of their learning by using the environment and provision to facilitate this.

Key objectives:

- 1.1 Strengthen KS1 writing planning so that learning objectives are clearly aligned with end-of-year assessment expectations and enable pupils to make sustained progress.**
- 1.2 Strengthen FS writing provision and planning to develop pupils’ writing in preparation for end-of-year assessment, including purposeful modelled and independent writing linked to the Talk for Writing focus texts.**
- 1.3 Develop high-quality opportunities for writing within continuous provision across FS and KS1, with expectations, challenge and progression increasingly evident from the beginning of FS onwards.**
- 1.4 Further develop pupils’ transcription skills across FS and KS1 through a consistent focus on phonics, spelling, handwriting and dictated sentences, enabling pupils to write with increasing accuracy and fluency.**
- 1.5 Strengthen formative assessment and feedback in writing so that responsive, timely feedback and targeted teaching enable pupils to identify next steps, improve their work and make rapid progress.**

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

Key Obj	Specific actions to achieve key objectives	Success Criteria	Budget / Resource implications	Timescale	Monitoring
1.1 Strengthen KS1 writing planning so that learning objectives are clearly aligned with end-of-year assessment expectations and enable pupils to make sustained progress.	- Review KS1 writing planning to ensure objectives are explicitly linked to end-of-year assessment expectations and the progression of writing skills.	KS1 planning consistently demonstrates clear links between learning objectives and end-of-year assessment expectations.	Non-contact time for CD	Autumn	
	- Use assessment information to identify gaps and priorities for individual classes and groups of pupils.	Learning sequences show clear progression in writing knowledge and skills.	Monitoring time	Autumn	CD
	- Ensure planning provides clear progression in composition, grammar, punctuation, vocabulary and transcription skills.	Assessment information is used effectively to inform subsequent planning and teaching.	Staff meeting	Ongoing	CD
	- Build opportunities for teachers to revisit, consolidate and apply previously taught writing skills.	Pupils demonstrate increasing independence and accuracy in applying taught writing skills.		Spring	
	- Moderate planning and pupils' work across KS1 to ensure consistency of expectations.	The proportion of pupils working at or above age-related expectations increases, with identified groups making sustained progress.		Each term	
1.2 Strengthen FS writing provision and planning to develop pupils' writing in preparation for	- CD to support FS planning to ensure there is a clear progression towards end-of-year writing expectations.	FS planning and provision demonstrate a clear progression towards end-of-year writing expectations.	Non-contact time	Autumn	
	- Provide regular opportunities for	Children have frequent	Staff	Autumn	EF and CD

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

<i>end-of-year assessment, including purposeful modelled and independent writing linked to the Talk for Writing focus texts.</i>	<i>modelled, shared and independent writing within adult-led activities and continuous provision.</i> - Ensure writing opportunities are purposeful and closely linked to the Talk for Writing focus text. - Develop children’s vocabulary, sentence construction and composition through high-quality adult interaction and modelling. - Use observations and assessment to identify children requiring additional support or challenge in writing.	<i>opportunities to engage in purposeful writing independently and with adult support.</i> <i>Independent writing increasingly reflects vocabulary, structures and ideas developed through Talk for Writing.</i> <i>Children demonstrate increasing confidence, independence and stamina when writing.</i> <i>Assessment evidence shows that children, including identified groups, make strong progress towards their end-of-year writing outcomes.</i>	meeting Non-contact time	Autumn Spring Ongoing	EF and CD
1.3 Develop high-quality opportunities for writing within continuous provision across FS and KS1, with expectations, challenge and progression increasingly evident from the beginning of FS onwards.	- Celebrate and prominently display children’s independent writing across FS and KS1 to promote pride, motivation and high expectations for writing. - Introduce writing opportunities and appropriate challenge earlier in both Key Stages, with progression across the year. - Ensure provision is linked to current learning, children’s	<i>High-quality, purposeful writing opportunities are consistently evident across FS and KS1 provision.</i> <i>Expectations for writing are appropriately ambitious and increase progressively from the beginning of FS through KS1.</i> <i>Children increasingly choose to engage in writing</i>		Autumn/Spring Autumn Spring	HT/CD

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

	<i>interests and Talk for Writing focus texts where appropriate.</i> <i>- Develop staff practice in extending writing through questioning, modelling, vocabulary development and purposeful interaction.</i> <i>- Regularly review provision to ensure resources and opportunities reflect pupils’ developing skills.</i>	<i>independently within provision.</i> <i>Writing in provision demonstrates application and consolidation of skills taught during direct teaching.</i> <i>Monitoring shows improved consistency and quality of writing provision across classes.</i>		Spring Ongoing	
1.4 Further develop pupils’ transcription skills across FS and KS1 through a consistent focus on phonics, spelling, handwriting and dictated sentences, enabling pupils to write with increasing accuracy and fluency.	<i>- Maintain a consistent focus on transcription skills within phonics sessions and writing lessons.</i> <i>- Provide regular opportunities for children to apply taught phoneme-grapheme correspondences when spelling.</i> <i>- In KS1, explicitly teach spelling choices and provide opportunities to practise and apply spelling patterns.</i> <i>- Provide regular, structured handwriting practice with clear expectations for letter formation, sizing, spacing and presentation.</i> <i>- Use dictated words and sentences</i>	<i>Pupils apply taught phonics and spelling knowledge increasingly accurately in independent writing.</i> <i>Pupils demonstrate improved handwriting formation, fluency, consistency and presentation.</i> <i>KS1 pupils increasingly make appropriate spelling choices and apply taught spelling patterns independently.</i> <i>Dictated sentences demonstrate improved accuracy in spelling, punctuation and sentence construction.</i> <i>Assessment and book scrutiny</i>		Spring Autumn/Spring Ongoing Ongoing Spring	CD to monitor planning HT/CD work

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

	<i>regularly to assess and strengthen pupils’ ability to apply phonics, spelling and punctuation skills.</i> <i>- Identify pupils requiring additional practice or intervention and provide targeted support.</i>	<i>show sustained improvement in pupils’ transcription skills.</i>			scrutiny
1.5 Strengthen formative assessment and feedback in writing so that responsive, timely feedback and targeted teaching enable pupils to identify next steps, improve their work and make rapid progress.	<i>- Establish consistent expectations for formative assessment and responsive feedback during writing lessons.</i>	<i>Teachers consistently use formative assessment to identify and address misconceptions during writing lessons.</i>		Autumn	HT – learning walks
	<i>- Use in-the-moment feedback to address misconceptions and develop pupils’ writing skills as they write.</i>	<i>Pupils receive timely, purposeful oral feedback which they understand and act upon. Consider the use of focus groups</i>		Autumn	
	<i>- Increase opportunities for pupils to share and discuss their writing, identifying strengths and areas for improvement.</i>	<i>Pupils can increasingly identify what they have done well and their next steps for improvement. Consider the use of visualizers</i>		Autumn	
	<i>- Use targeted focus groups to provide additional feedback and teaching for pupils requiring further support or challenge.</i> <i>- Ensure feedback is closely linked to learning objectives and enables pupils to make immediate improvements.</i>	<i>Targeted pupils receive appropriate additional teaching and feedback, resulting in accelerated progress.</i> <i>Subsequent writing demonstrates that pupils have successfully applied feedback and improved identified areas.</i>		Autumn	

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

	- Use assessment information to inform subsequent teaching, planning and targeted intervention.				
--	---	--	--	--	--

Priority 1 REVIEW- AUTUMN 2026 SPRING 2027 SUMMER 2027			
Objective number	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence	Future actions
1.1			
1.2			
1.3			
1.4			

Priority 2: Inclusion

To ensure that all children, particularly those that are disadvantaged, make good progress from their starting points by providing them with HQIT and adjustments to support and meet their needs in a safe and respectful environment

Led by Rachael Leggat

Context:

Inclusion has been identified as a strategic priority in response to the increased emphasis on inclusion within the new Ofsted inspection framework. While there is already a strong range of inclusive practice across the school, it has been some time since inclusion and high-quality inclusive teaching have been a specific strategic focus. Staff questionnaires indicate some variation and a lack of confidence in applying inclusive approaches consistently. This is supported by our self-evaluation, which highlights the need to strengthen and

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

embed a more consistent whole-school approach. This alongside a changing school and staffing structure highlights the need for building staff confidence, developing shared practice and ensuring that high-quality inclusive teaching is consistently experienced by all pupils.

KEY OBJECTIVES

- 2.1 For the SENCO to develop a more strategic role, increasing teacher ownership, skill set and confidence when supporting disadvantaged children, including those with SEND.**
- 2.2 To increase staff knowledge, understanding and skill set around HQIT, reasonable adjustments and barriers to learning.**
- 2.3 To raise staff confidence when discussing children’s needs, barriers, the impact of support and the progress they have made.**
- 2.4 To increase staff awareness of children in vulnerable groups, the barriers they may face and ensure they are effectively supported.**

Key Obj	Specific actions to achieve key objectives	Success Criteria	Budget / Resource implications	Timescale	Monitoring
2.1 For the SENCO to develop a more strategic role, increasing teacher ownership, skill set and confidence when supporting disadvantaged children, including those with SEND.	<i>To ensure we have a secure, shared understanding of inclusion and the key vocabulary.</i>	<i>Staff will have a greater understanding of key SEND vocabulary.</i>	Staff meeting	Autumn	
	<i>SENCO to create a sustainable, rigorous monitoring programme –with a focus on triangulating evidence.</i>	<i>The SENCO will have a full and thorough understanding of what a child with SEND’s experience is like at Banks Road</i>	SENCO time	Autumn	
	<i>SENCO to write an Inclusion strategy as per new statutory guidance</i>	<i>An Inclusion Strategy detailing the use of the mainstream inclusion fund will be published on the school website.</i>	SENCO time	Autumn Published by 31 st December	
	<i>SENCO to check the information on website is up to date and in line with guidance prior to new entrants/applications</i>	<i>The school website will be compliant and have information that is relevant to new parents, promoting our inclusive ethos.</i>	SENCO time	Autumn	

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

	<i>SENCO to create paperwork prompts to upskill staff and create a shared understanding of how to complete most common referral/gathering information forms.</i>	<i>Staff will have a greater understanding of referral paperwork, when to refer, how to complete forms and key information to include. To allow SENCO to spend more time on strategic work.</i>	SENCO time	Spring	
	<i>To review SEND information report, information available on website, parent leaflet are reflective of practice at Banks Road.</i>	<i>Information for parents will be clear, consistent and reflective of our positive, inclusive practice.</i>	SENCO time	Summer	
2.2 To increase staff knowledge, understanding and skill set around HQIT, reasonable adjustments and barriers to learning.	<i>To ensure all teaching staff have a secure understanding of high quality inclusive teaching promoting inclusion and independence for all children.</i>	<i>Staff will have a secure understanding of HQIT, considering the EEF 5 a day strategies and a focus on appropriate scaffolds.</i>	Staff meeting	Autumn	
	<i>To ensure midday supervisors are adequately skilled and trained to understand the needs of our SEND children and implement appropriate strategies.</i>	<i>Midday supervisors and playleaders will have a shared understanding of the needs of our SEND children, our high expectations and their role in promoting these.</i>	SENCO time & Midday meeting	Autumn	
	<i>To increase teaching staff knowledge of alternative assessments including how and when to use them and the impact they can have.</i>	<i>Staff will become more independent and confident in using alternative assessments. Staff will be able to use alternative assessments to inform future targets, provision and pupil profiles.</i>	Staff meeting Class catch ups	Spring	
	<i>To ensure that teaching staff have a secure awareness of the graduated response and assess, plan, do, review processes. To increase staff awareness and consistency with the use of reasonable adjustments and adaptive strategies</i>	<i>Schools graduated approach will be consistent across classes and key stages. Staff will have a greater understanding of reasonable adjustments and adaptive strategies and be able to</i>	Staff meeting Monitoring time	Spring	

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

	<i>for each area of need.</i>	<i>implement these with greater confidence.</i>			
	<i>To develop pupil profiles to ensure they are as effective as possible including all appropriate areas including SMART targets, pupil and parent voice and preparation for adulthood. To collaboratively work with staff to create a pupil profile using a shared model to increase knowledge, understanding and skills as well as confidence and independence.</i>	<i>Pupil profiles will meet a variety of provision, recording and monitoring needs ensuring the majority of information needed about a child can be found in one place. Pupil profiles can form the basis of case studies for monitoring purposes. Staff will feel more equipped to complete pupil profiles and be able to include all aspects needed.</i>	SENCO time Staff meeting Class catch ups	Summer	
2.3 To raise staff confidence when discussing children's needs, barriers, the impact of support and the progress they have made.	<i>SENCO to collate CPD programme and seek external support to facilitate where necessary.</i>	<i>Staff needs identified on the staff questionnaire will be addressed. Staff will be up to date with changes regarding SEND. Staff will be upskilled and able to meet the needs of the children they are working with.</i>	Staff meetings SENCO time	Autumn	
	<i>SENCO to ensure all current pupil profiles are accurate, fit for purpose and being implemented effectively in classrooms.</i>	<i>Children's needs will be accurately reflected and provision in place will meet need.</i>	SENCO & monitoring time.	Autumn	
	<i>To collaboratively work with staff to create a pupil profile using a shared model to increase knowledge, understanding and skills as well as confidence and independence.</i>	<i>Staff will feel more equipped to complete pupil profiles and be able to include all aspects needed.</i>	SENCO time Staff meeting Class catch ups	Summer	
	<i>SENCO to review pupil profiles and plan/design to ensure they have a dual purpose of case study, can include</i>	<i>Pupil profiles will meet a variety of provision, recording and monitoring needs ensuring the</i>	SENCO time	Autumn	

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

	<i>everything they need to include to highlight positive practice, need and barriers to learning to ensure support is effective, including SMART targets, pupil and parent voice and preparation for adulthood.</i>	<i>majority of information needed about a child can be found in one place. Pupil profiles can form the basis of case studies for monitoring purposes.</i>			
	<i>SENCO to begin class catch ups and regular reviews of one-page profiles.</i>	<i>SENCo will have a greater overview of needs in each class. Discussions will be documented on the one page profile and reviewed regularly. Staff will become increasingly aware of the needs of children in their class and those in vulnerable groups.</i>	SENCO time Class catch ups	Each half term	
	<i>Staff meeting – graduated approach – what it is, interventions evidencing it, when and how to involve external agencies, paperwork, roles and responsibilities for SEND provision are clear.</i>	<i>Schools graduated approach will be consistent across classes and key stages. Staff will have a greater understanding of external agencies, thresholds and referral processes.</i>	SENCO time Staff meeting	Spring	
	<i>SENCO to be more informed about local area partnership strategy (see Ofsted expectation) & work alongside family of schools and Family SENCO to develop this</i>	<i>SENCO will meet expectation set out in Ofsted guidance around local partnerships.</i>	SENCO time Family SENCO meetings	Spring	
2.4 To increase staff awareness of children in vulnerable groups, the barriers they may face and ensure they are effectively	<i>Create one-page profiles for classes to give class teachers & TAs an overview of needs</i>	<i>SENCo will have a greater overview of needs in each class. Discussions will be documented on the one page profile and reviewed regularly. Staff will become increasingly aware of the needs of children in</i>	SENCO time Class catch ups	Autumn	

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

supported.		<i>their class and those in vulnerable groups. One page profiles will form the basis of monitoring.</i>			
	<i>Ensure all disadvantaged groups are highlighted on assessment grids to ensure through analysis can take place.</i>	<i>Data and progress can be rigorously scrutinised and monitored. Concerns can be identified quickly and addressed. Teaching staff will be more aware of the needs of the children in vulnerable groups.</i>	SENCO time Monitoring time	Autumn	
	<i>Pupil premium strategy will be reviewed to reflect the needs of the cohort</i>	<i>An updated strategy will reflect our current cohort. Previous progress will be monitored and reviewed to inform future provision and spending.</i>	SENCO time	Autumn	
	<i>Inclusion lead to create an overview of barriers for PP children</i>	<i>The needs of our PP children will be better understood and support can be monitored and implemented more quickly and effectively.</i>	SENCO time	Autumn	

Priority 2 REVIEW- AUTUMN 2026 SPRING 2027 SUMMER 2027			
Objective number	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence	Future actions
2.1			
2.2			
2.3			

Priority 3: Curriculum and Teaching:

To embed the teaching of identified key learning and ensure that assessment and monitoring practices support children to commit their knowledge and skills to long-term memory

Led by Helen Taylor

Context: Subject leaders are completing work on their subject’s knowledge statements, identifying the key learning outcomes for the children; the learning that underpins the understanding of that specific subject from Nursery to Year 2. This will enable assessment and retrieval practices to be consistent and accurate during this academic year. Subject leaders would like to feel more confident in knowing that their monitoring is focused and has a positive and direct impact on children’s progress in their subject; this has highlighted the need for a more robust monitoring system across school. The head teacher has devised a monitoring plan which spans the work of governors, senior and middle leadership to ensure consistency and purpose. As assessment becomes more focused and accurate, effective monitoring will be easier and clearer to put in place. Increased and more focused monitoring will in turn improve accountability for teachers and hence improve progress. Teachers are having to work harder to be accountable for children’s progress and attainment due to mixed-aged classes but have established secure routines and methods for ensuring children meet their year group targets and have promptly identified areas for improvement within their planning and delivery.

KEY OBJECTIVES

- 3.1 To teach and assess a mixed-age class key progressive knowledge across the wider curriculum to enable children achieve highly within their year group objectives**
- 3.2 To use continuous and enhanced provision in KS1 to support key learning across the wider curriculum and promote active learning**
- 3.3 For subject leaders to complete purposeful monitoring and CPD activities that have direct impact on children’s learning**

Key Obj	Specific actions to achieve key objectives	Success Criteria	Budget / Resource implications	Timescale	Monitoring
---------	--	------------------	--------------------------------	-----------	------------

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

3.1 To teach and assess a mixed-age class key progressive knowledge across the wider curriculum to enable children achieve highly within their year group objectives	Teachers to use new documents for planning using highlighted key knowledge statements	Children will learn and retain key knowledge specific to subject areas that will enable progression year on year		Feb 2027	Class teacher assessments and records kept Cycle A Sub leaders
	Subject leaders to ensure new curriculum documents are completed with clear learning and assessment criteria	Curriculum overviews are complete and progressive and easy for staff to use for planning	INSET day	Feb 2027	HT to check documents are completed satisfactorily
	Use appropriate and consistent methods to make assessments and record these appropriately	All teachers are using consistent and key stage appropriate methods for formative and summative assessments leading to children making good progress	Staff meeting	July 2027	HT and RL to monitor assessment methods through learning walks, discussions and assessment records
3.2 To use continuous and enhanced provision in KS1 to support key learning across the wider curriculum and promote active learning	Key Stage 1 teachers are to consider and carefully design enhanced provision that will enhance children's knowledge and skills in the foundation subjects	Children will explore concepts and subject disciplinary knowledge on a deeper level, using exploring, playing and discovering as a vehicle for learning	Staff meeting (KS1)	July 2027	HT to monitor that provision meets the needs of all learners within the foundation subjects and assess the impact of this
3.3 For subject leaders to complete purposeful monitoring and CPD activities that have direct impact on children's learning	Subject leaders to use a 'question led' model for monitoring, ensure a triangulated approach and use findings to develop their subject in a way that will have direct impact on children's progress (see whole school monitoring plan)	Subject leaders have a good grasp of how their subject is planned, delivered and assessed in their subject and of attainment across the school inc. disadvantaged learners	Non-contact time for Cycle A subjects. INSET and staff meeting for all subject leaders	July 2027	Monitoring reports completed for Cycle A subjects

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

Priority 3 REVIEW- AUTUMN 2026 SPRING 2027 SUMMER 2027			
Objective number	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence	Future actions
3.1			
3.2			
3.3			

Priority 4:

EYFS:

To ensure children can make rapid progress from their starting points in the Prime areas with a particular focus on behaviour and engagement

Led by Beth Freeman

Context:

With an increasing number of our children entering EYFS (both nursery and reception) with fewer characteristics of effective learning, we are having to spend more time on the prime areas in order to begin achieving in the specific areas of the Early Years Framework. We are having to work harder to engage children and develop appropriate and effective behaviours for learning which might normally have been in place before children have started nursery/school. We have a new staff team working together so we are prioritising staff competence on delivering a high-quality curriculum and an ability to identify and address children' next steps in learning through play provision.

KEY OBJECTIVES

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

4.1 To ensure that all staff in Foundation Stage are skilled in developing individuals’ next steps through quality play provision (continuous and enhanced)

4.2 To make rapid progress in C&L and PSED to build deep understanding and skills of self-regulation and positive behaviour for learning

Key Obj	Specific actions to achieve key objectives	Success Criteria	Budget / Resource implications	Timescale	Monitoring
4.1 To ensure that all staff in Foundation Stage are skilled in developing individuals’ next steps through quality play provision (continuous and enhanced)	- CPD – Maria and Nic to attend EYFS Networks – bring back new initiatives to feedback to the team and implement in class.	All staff aware of updates to good practice and new initiatives.	Network training courses and cover	Each term	
	-EYFS Lead modelling play for new staff – how to use the loose part resources effectively, how to bring in cross curricular opportunities during play.	Children’s play is purposeful, thinking skills and creativity are increased		Ongoing	
	- Introduce the SHREC approach with eyfs team– share attention, have a conversation, respond, expand, continue. This will help staff to be more confident in their own interactions with children during provision.	Staff confident with interactions, children make better progress in their next steps		Autumn	
	- Prompt posters to be made and used in each area of the classroom to support adult interactions with specific prompts for FS1/FS2 for differentiation.	Staff confident with interactions, children make better progress in their next steps		Spring	
4.2 To make rapid progress in C&L and	C&L: Introduce talking partners – pair up reception children with nursery children.	Improved communication and language		Autumn	Learning walks - HT

BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

<i>PSED to build deep understanding and skills of self-regulation and positive behaviour for learning</i>	C&L: Early assessments – articulation screener to identify physical speech challenges and literacy assessment to identify gaps in age-appropriate vocabulary, understanding of speech and sentence structure.	Improved communication and language Children needing support are identified early		Autumn	
	PSED: Implement kindness curriculum for all, and additional small group interventions for specific children (once needs are identified) – to be planned by teachers and run by TA's.	Children make good progress in PSED			
	PSED: Plan, do, review – introduce and implement for all children to give them purpose during play, then spotlight individual children who find play, perseverance and resilience a challenge.	Children's play is purposeful and they develop well within the prime areas with effective characteristics of learning			

Priority 4 REVIEW- AUTUMN 2026 SPRING 2027 SUMMER 2027			
Objective number	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence	Future actions
4.1			
4.2			