



Five Lanes CE Primary School

School Improvement Plan Overview 2026 – 2027

Leadership and Governance	Curriculum	Developing Teaching	Achievement	Inclusion	Early Years
Leadership is stable, with clearer expectations and more consistent systems across the school. Leadership of English, maths and phonics is well-established; wider curriculum oversight continues to strengthen through collective leadership in line with small-school context. Use of the Equa Mead Essentials is increasingly embedded in curriculum monitoring and supports improving consistency in teaching. Teaching Assistants are deployed for targeted support and structured intervention, and this continues to develop as routines strengthen and impact becomes more consistent.	Kapow is now fully implemented across foundation subjects, and work continues to strengthen consistency and progression across the two-year cycle. Pupil voice, subject floor books and work scrutiny are used more systematically to evaluate curriculum effectiveness and retention of knowledge. Whole-school understanding of progression continues to develop, with clearer expectations and collective oversight supporting coherence across subjects. Reading remains a whole-school priority, and Essential Writing has been introduced to strengthen progression and consistency in writing. Maths teaching continues to develop, with a focus on lesson structure, fluency and the application of the Mastering Number approach, supported by engagement with the Mobius Maths Hub.	Professional expectations around language, relationships and classroom culture are clearer and increasingly consistent across the school. The Equa Mead Essentials are embedded in lesson design and monitoring, supporting continued strengthening of pedagogy. Staff development continues through coaching, mentoring and targeted CPD, with a focus on adaptive teaching and meeting the needs of pupils with SEND. ECTs and newer staff are supported through structured development that promotes consistency and shared expectations.	Phonics and Early Reading: Early reading continues to strengthen, with more consistent segmenting and blending and clearer expectations for practice and application. Reading in KS2: Guided reading is now established, and work continues to develop comprehension, vocabulary and pupils' exposure to high-quality texts. Writing: Essential Writing has been introduced to build on last year's writing framework, refining whole-school spelling and strengthening progression and consistency across year groups. Mathematics: Maths teaching continues to develop, with a focus on lesson structure, fluency and the application of the Mastering Number approach, supported by engagement with the Mobius Maths Hub. SEND Achievement: Adaptive teaching continues to strengthen, particularly for pupils with complex needs, with clearer routines and more precise identification supporting improved access to learning.	SEND identification and tracking are more precise, supporting clearer communication with parents. Adaptations are increasingly embedded in lessons, helping pupils with complex needs access the curriculum. Staff confidence in meeting diverse needs continues to grow through CPLD and SENCO support. External partners contribute to accurate assessment and targeted intervention.	Work continues to strengthen the mixed-age EYFS curriculum, with progression developed through the Strong Foundations Framework. Early language remains a priority, supported by Cracking Communication and increasingly purposeful interactions. The writing framework is being introduced to secure early transcription, vocabulary and foundational milestones. Staff subject knowledge is developing through the Excellence in Early Years programme, with KS1 staff also accessing Cracking Communication and Mastering Number. Continuous provision is being refined to support early reading, vocabulary and early learning behaviours

Behaviour and Attitudes	Attendance	Personal Development and Wellbeing	Safeguarding	Church School
Whole-school consistency in behaviour expectations continues to strengthen, embedding a culture of respect, compassion and calm routines. Professional conduct and language remain central to staff–pupil relationships, supporting positive interactions and a purposeful learning environment.	The attendance strategy continues to be refined and embedded, supporting strong routines and clear expectations across the school. Robust, proactive action is taken to reduce persistent absence, with early intervention and close work with families to maintain good attendance.	Opportunities for pupils to notice and reflect on 'spiritual glow moments' are increasingly embedded across the curriculum, building on the school's spirituality strategy. PSHE provision continues to strengthen, supporting pupils to develop self-regulation, resilience and positive relationships. Pupil leadership and voice are further enhanced through wider opportunities across school life.	Capacity within the DSL team is increasing through targeted training and clear delegation of roles. Safeguarding practice remains robust and proactive, supported by regular monitoring, evaluation and a strong culture of vigilance.	The spirituality strategy continues to be embedded across the curriculum, enabling pupils to notice and reflect on 'spiritual glow moments' and flourish in their spiritual development. Pupil leadership is developing so children become proactive agents of change, contributing positively to school life and the wider community.
Areas of Development from last Ofsted Inspection: - Strengthen curriculum implementation so learning is adapted with greater precision and pupils deepen and retain knowledge securely. - Embed assessment systems across subjects to ensure knowledge is remembered and used to inform future learning. Areas for development from last SIAMS: - Further embed opportunities to promote spirituality across the curriculum so pupils can notice and reflect on 'spiritual glow moments'. - Strengthen pupil leadership so children take active roles as agents of change within the school and wider community. - Continue to raise the profile and sequencing of RE, supported by expert training and strategic monitoring. - Fully embed the Christian vision so the whole community understands its relevance to daily life.				