

School/Provision Improvement Plan 2026-27

Focus/Priority areas are drawn from the 'SEF toolkit', 26/27 internal & external quality assurance and ongoing school/provision level monitoring.

Focus area & Priority	Actions	Lead/s Responsible (Do) Who is the 'Doer' assigned to complete this specific task	Lead/s Informed (Tell) Who needs to be told about the progress & QA/monitors	Time scale (by when)	Success Criteria	RAG
Safeguarding						
Recording of SFG concerns	Building on strong practice: Further refine record keeping: timely actions to CPOMs concerns and improving the quality records of 'actions'.	(DHT) DSLs	(HT)	Review at end of Aut, Spr, Sum	Incidents/concerns are reviewed and appropriately actioned in a timely manner and that every CPOMs concern action is clear and proportionate.	
Curriculum & Teaching						
Early Reading & Phonics	Sustain phonics outcomes and continue to strengthen practice across EYFS and KS1.	(Phonics Lead)	(HT)	June 2027	100% of EYFS and KS1 staff (teachers and LSAs implement all aspects of the agreed phonics programme (Little Wandle) consistently, evidenced through monitoring and pupil outcomes.	
High-Quality Teaching	Develop pedagogical expertise of teachers (both mainstream and Orchard) and LSAs by introducing the trust's new Rubric for T&L. Build teacher's confidence in using the Westlea Signature Strategies introduced last year. Alongside Rubric, use coaching CPD and monitoring.	SLT (HT)	(HT)	Review at end of Aut, Spr, Sum	90%+ of teaching is judged good or better and that all staff consistently apply agreed teaching and adaptive practice strategies.	
Curriculum Development (mainstream)	In mainstream, strengthen the quality, coherence and ambition of the mainstream curriculum with the gradual introduction of CUSP (or another trust-wide curriculum approach)	(SLT) (DHT)	(HT)	Review end of Aut, Spr, Sum	All subjects will have clearly sequenced curriculum plans, assessment approaches and identified end points. Monitoring will show curriculum intent and implementation are securely embedded in 100% of subjects .	

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Curriculum Development (Orchard)	In the Orchard, strengthen the quality, coherence and ambition of the Orchard curriculum. Embedding the curriculum around the individual children's EHCP targets and driven by the BAC assessment.	(AHT)	(HT)	Review end of Aut, Spr, Sum	Curriculum Map (long term plans) will show clear progression across the year. Curriculum will be based on cyclical learning, embedding and consolidating learning. Curriculum appropriate to be suitable for 'our' learners and their interest where appropriate.	
Inclusion						
Pupil Premium Improve outcomes and wider opportunities for disadvantaged pupils.	Review current Pupil Premium Strategy, update and implement. Key areas: attendance , early phonics, readiness of next stage of education, enrichment, readiness to learn, parental engagement. Of the key areas attendance is the priority. Westlea Primary School Pupil Premium Plan 2025 to 2026.pdf	Teachers SLT	(HT)	Review end of Aut, Spr, Sum	Number of Pupil Premium pupils with attendance that is above 90% to increase. Number of Pupil Premium children meeting ARE expectation in R,W,M by the end of Key Stage 2 is increased. All Pupil Premium children to participate in at least 6 'cultural capital' events/experiences over the course of this year.	
Inclusion Strategy	Write Inclusion Strategy for SEND with a specific focus on our SEMH learners.	SENDCO	(HT)	Review end of Aut, Spr, Sum	More children will be meeting their SEMH targets.	
Enrichment programme for children The Orchard.	Continue to build on the programme of enhanced enrichment for Orchard (trips out e.g. trampoline park, Sports Day etc)	Teachers	DHT (HT)	Review end of Aut, Spr, Sum	Pupil and Parent surveys will show 90%+ positive responses regarding enrichment experience in The Orchard.	

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Achievement						
Raising Attainment Implementation of trust Primary Strategy across mainstream	Ensure that all aspects of the trust's new Primary Strategy, are implemented across the mainstream (GLD, MTC, Phonics, KS1, KS2) (the strategy focuses on rigorous assessment routines and monitoring to support these key statutory benchmarks) Primary School Strategy (1).docx	Teachers in associated year groups	(HT)	May 2027	mainstream only GLD results – national or above Phonics (Y1) – national or above KS2 results – national or above MTC – national or above	
Raising Attainment Implementation of assessment systems and target setting for SEND across school (Orchard and Mainstream)	Train staff on setting of appropriate targets. Further embed staff knowledge of using EARWIG Tracking children regularly through EARWIG – Aut 2, Spr 2, Sum 2 and adjust learning where appropriate Further embed staff working knowledge and use of Provision Map	SEND CO AHT	(HT)	Jun 2027	90 % of children will have met their EHCP targets (12 week targets) 90 % of children will have met their Learning Plans targets (12 week targets)	
Attendance & Behaviour						
Improve attendance and reduce persistent absence.	Continue work with RISE programme (started in June 2026); see detailed attendance action plan Westlea Lead Attendance Action Plan.xlsx Attendance - action plan - quick guide.docx	SBM DHT HT Teachers	(HT)	See action plan	Reduce the gap between Westlea's attendance and national expectations. (July 26: Arbor (nat): 94.6%. Westlea: 91.4%) First target is to reduce the 90% to 95% (77 pupils) group by 50%.	

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Personally Development & Well-Being						
Play Provision	Maintain OPAL Platinum-quality provision to ensure this is fully embedded and robust – even when/if key staff leave.	Key OPAL	(HT)	Review end of Aut, Spr, Sum	Pupil surveys will show 90%+ positive responses regarding play experience at Westlea.	
Enrichment offer	Expand the programme of trips, workshops, afterschool clubs for all children.	Teachers	(HT)	Review end of Aut, Spr, Sum	Every pupil participates in at least 6 enrichment experiences each year. Pupil surveys will show 90%+ positive responses regarding wellbeing, belonging and school experience.	
EYFS						
Making a strong start in Phonics	Further embedding and building on teaching of phonics in Reception and Nursery (ensuring practice remains strong – without the Ramsbury's Hub's support this year).	EYFS teachers	HT	Review end of Aut, Spr, Sum	End of year Reception outcomes in phonics are strong. Behaviour routines for phonics sessions firmly established by end of Aut 1.	
Early writing development	Implementation of Writing Framework's recommendations for Reception Year – focus on Handwriting and Spelling.	EYFS teachers	HT	Review end of Aut, Spr, Sum	End-of-year EYFS outcomes show an increase in the proportion of children achieving the writing-related aspects of the Early Learning Goals compared with the previous year.	
Fine motor skills development	Create strong start with fine motor skills in Nursery. Develop programme for Westlea learners based on evidence research.	EYFS teachers	HT	Review end of Aut,	A daily fine motor skills programme is implemented in Nursery from the start of the academic year. Fine motor activities are planned and available during continuous provision and adult-led sessions.	

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				Spr, Sum	Staff consistently model and support the correct use of tools and resources. Baseline and ongoing assessments demonstrate improved fine motor control for the majority of pupils. An increased proportion of children demonstrate age-appropriate pencil grip, hand strength, and dexterity by the end of the year. Evidence in learning environments and observations shows children independently engaging in fine motor activities. Staff can articulate how fine motor development supports early writing and school readiness.	
6th Form						
This is not application to our provision						
Leadership & Management						
Stakeholder Engagement, Website Development	Develop the website as a communication, information and learning resource. Complete a full website review and ensure curriculum, learning, safeguarding and parent information is fully up to date. Develop competent in house team to ensure info is always current.	SBM HT	HT	Review end of Aut, Spr, Sum	Termly audits showing 100% compliance and increased parent engagement	
Leadership Development	Strengthen leadership capacity at all levels: Deputy Head, Assistant Head, Middle Leaders and Subject Leaders	Teachers	HT DHT	Review end of Aut, Spr, Sum	Agreed leadership development actions successfully completed, with all leaders demonstrating measurable impact on pupil outcomes and school priorities through termly reviews.	

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Operational excellence	With the devolvment of central team function moving into schools, develop the effectiveness of the administrative, premises and business functions	SBM	HT	Review end of Aut, Spr, Sum	Clear operational systems established, responsibilities and performance measures, achieving at least 95% compliance in key statutory areas and improved stakeholder satisfaction	