

# School Improvement Plan – Quality of Education – 2025-2027

## Rationale (extracts from SEF)

- Ofsted (July 2024) awarded ‘outstanding’ - *Pupils achieve exceptionally high standards. The school is unwavering in its support for every pupil and the aim for all of them to achieve successfully.*
- Y1 phonics data consistently above the national (90% 2025). Supported by consistent implementation of BugClub phonics as primary approach to developing early reading.
- KS2 attainment in reading, writing and maths combined – consistently above national for 3 years. At KS2, the in-school gap between free-school meal and non-free-school meal pupils is frequently narrower than the National for all subjects. In 2024, pupil premium pupils achieved well above the national figure for all pupils.
- School improvement work to develop potential greater depth writers has resulted in Y6 pupils exceeding the national figure for GDS writing , and for subjects combined, in 2024 and 2025.
- Proportions achieving full score in the MTC were significantly below the national in 2023. This is reflected in the school improvement plan and the school has implemented the NCETM Mastering Number project in Y4/5.
- External views of the school (Ofsted, EYFS inspector/HIAS inspectors/LLPs ) confirm the school’s own judgements regarding the quality of education across the school.
- The quality of work across the curriculum is of high quality; this is particularly evident for maths and English, but internal monitoring also shows the impact of expert subject leadership where foundation subject work has been developed and teachers supported to deliver outside their main areas of expertise through a system of subject ‘advocates’ in each year group. Specialist teaching in French and music supports this, along with high quality CPD.
- The school has a broad, balanced curriculum. Ofsted 2024 stated ‘*The school has an ambitious curriculum for all pupils.*’ Children in YR ‘*have no limits or barriers to their learning. They flourish in engaging learning environments.*’

## Priorities for Action

**To ensure that at least 85% of pupils are on track to achieve age related expectations at the end of each key stage, with the proportion achieving at a greater depth standard above the national in maths and English.**

*Teacher standards link: (TS1/2)*

**To ensure high quality teaching that is adaptive to the needs of the whole class, incorporating appropriate challenge and support for all groups within the class including those with SEND or other vulnerabilities.**

*Teacher standards link: (TS1,2,4-6)*

**To continue to develop the foundation curriculum to ensure that it is coherently planned and sequenced to develop knowledge and skills, and is relevant to the pupils.**

*Teacher standards link: (TS1/2/3)*

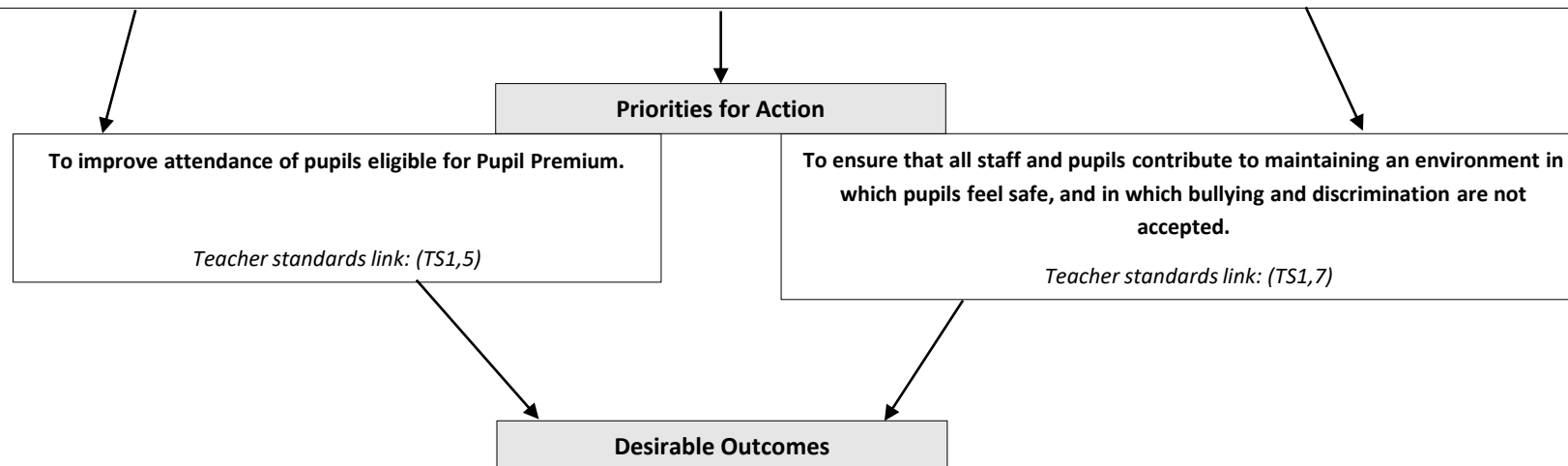
## Desirable Outcomes

- For proportions of pupils working at age related expectations at the end of the year in reading, writing and maths to return to pre school-closure levels - aiming for at least 85% of pupils achieving this.
- For proportions of pupils working at GDS at the end of the year in reading, writing and maths to return to pre school-closure levels —aiming for proportions which are above the National.
- To ensure that the lowest 20% of readers are supported effectively to make good progress, able to apply a range of reading skills (including secure phonic knowledge) to access texts appropriate for their age group.
- Disadvantaged pupils, including those with SEND, are supported in making good progress from their starting points.
- Monitoring of quality of teaching and learning shows that teaching is adaptive to pupils’ needs and incorporates appropriate challenge.
- A coherently planned and sequenced curriculum in place in all foundation subjects, with high quality teaching supported by expert subject leadership.

# School Improvement Plan – Behaviour and Attitudes – 2025-2027

## Rationale (extracts from SEF)

- Consistent high attendance and good punctuality. Attendance (FFT Spr 25) in top 10% of primary schools. Attendance for all pupils groups better than national. Attendance of Pupil Premium pupils is lower than that of all pupils (24/25 FSM— 93% ; all pupils - 96.3%). Persistent absence figures for FSM pupils much higher than those for non-FSM pupils in the school.
- Exemplary behaviour by vast majority of pupils. Ofsted (July 24) - awarded Outstanding Judgement—‘behaviour is impeccable’. HIAS safeguarding inspector July 23 noted ‘Interactions between the children on the playground and relationships between adults and children are warm and positive’. Parent questionnaires show that parents are positive about behaviour in the school—only 3% who responded disagreed that the school makes sure its pupils are well behaved (2025—consistent year on year). Those with specific behavioural needs are supported well by the school to improve their behaviour and access the provision.
- Internal tracking show that bullying incidents are rare and dealt with effectively – 94% of parents who responded to the questionnaire in 2025 said that their child had not been bullied, or if they had that the school had dealt with it effectively. Use of discriminatory language is infrequent, and tracking demonstrates that interventions are effective in avoiding repeat occurrences from the same children.
- Pupil interviews (by govs and external inspector) show that pupils are overwhelmingly positive about the school, that they feel safe and enjoy their learning. Almost all parents say their child feels safe and enjoys school—consistent over 3 years. External safeguarding review July 23 found that ‘Children could talk about all the ways that they are supported in feeling safe and know who they can talk to if they have any concerns’
- Pupils are actively involved in contributing to the life of the school and community e.g. mental health ambassadors, JRSOs, Young Governors, house captains, junior librarians, eco-team, gardening club, charity fund-raising etc.



- The school’s home school link worker is effective at engaging with harder to reach families—attendance/punctuality improves for individual pupils as a result, including those with Emotional Based School Avoidance, leading to a reduction in proportion of pupils considered ‘persistently absent’, particularly those who are eligible for pupil premium.
- Staff and pupils are confident to recognise and challenge the use of prejudicial language and behaviours; incidents are recorded and dealt with effectively, showing the effectiveness of interventions.
- All members of the school community feel safe and protected from discrimination within the school.

# School Improvement Plan – Personal Development – 2025-2027

## Rationale (extracts from SEF)

- The school provides a broad curriculum which extends beyond the academic, providing regular opportunities for children to develop their spiritual, moral, social and cultural development. This includes opportunities for all, planned into year group curriculums, and additional optional activities, including extra-curricular provision. Take up of these optional activities is high. OFSTED graded personal development as ‘outstanding’ in 2024.
- The school provides many opportunities for children to develop their talents—sporting and musical opportunities are of high quality, using staff expertise and outside providers. This is evidenced by success in local and regional competitions. The school’s music provision is recognised by the county and the choir have been invited to sing at local, regional and national events as a result. Participation of vulnerable groups is monitored and targeted as appropriate.
- The school provides high-quality pastoral support. This includes a well-established nurture provision, young carers group, forces family group (KIT club) and a Pastoral Support team who work with a significant number of pupils. The school’s provision for inclusion of SEN pupils and pupils in care has been praised by external agencies. 96% of parents in the 2025 survey felt that the school supported their child’s wider personal development with 95% feeling that the school supports their child’s well-being (consistent for years).
- Take up of responsibility roles across the school is strong and includes representation from vulnerable pupils groups, providing wider opportunities for active citizenship. WPS pupils go on to demonstrate themselves as active citizens at secondary school—for example, our ex-pupils are frequently made prefects/head boy/girl at several feeder schools.
- The school has signed up to the DfE Education Staff Well-Being Charter and is committed to continued development of provision for staff and pupil well-being.

## Priorities for Action

**To continue to strengthen the school’s systems for ensuring pupil and staff well-being.**

*Teacher standards link: (TS4,5,7)*

**To strengthen the school’s provision for personal development learning across the wider curriculum, to maximise the opportunities for children to achieve the ‘aspirational outcomes’ for their year group, linked to the learning values. *Teacher standards link: (TS1-5,7)***

**Safeguarding Focus: To continue to develop awareness of online safety amongst pupils and parents.**

*Teacher standards link: (TS1,4,7)*

## Desirable Outcomes

- The school has secure systems for ensuring the on-going well-being of pupils, and staff and teachers have the necessary skills and confidence to ensure that mental health and well-being of pupils is supported within the classroom.
- Teachers are aware of the range of pupil vulnerabilities and know how best to support them.
- The school is an attachment and trauma aware school, and all staff have an understanding of how to support children with attachment difficulties.
- The school’s physical environment is continually developing to support staff and pupil inclusion, well-being and safety.
- The school’s wider curriculum supports the understanding that difference is a positive; and all pupils feel included and able to participate within the range of experiences offered.
- Personal Development Learning is developed across the curriculum, not only within PDL lessons, and the school’s aspirational outcomes (linked to the learning values), are shared and embedded across the school.
- Parents and pupils are provided with relevant information and resources to help ensure consistent messages regarding online safety are used at school and home.

# School Improvement Plan – Leadership & Management– 2025-2027

## Rationale (extracts from SEF)

- Robust self-evaluation systems which feed into school improvement planning (annual evaluation schedule, school improvement planning, cohort action plans). Annual LLP reports from county reinforce view of leadership as effective—deemed ‘low risk’ school. Ofsted ‘outstanding’ for leadership—2024.
- Self-evaluation leads to focussed, effective CPD for staff, linked to school improvement priorities and individual needs. This includes planned support for ECTs and recently qualified teachers to ensure their continued development; specific subject based training for subject managers; targeted support for TAs/LSAs and leadership programmes for middle/senior leaders.
- Strong governor role in school self-evaluation, including well-established link-governor programme of evaluation.
- The vast majority of parents feel that any concerns raised are dealt with properly (2025 parent questionnaire—consistent for 3 years).
- Pupils are safe as there are strong, embedded procedures in place for safe-guarding of pupils. HIAS safeguarding review 23 stated that ‘ensuring that the children at Whiteley Primary School feel safe is an absolute priority’. 99% of parents say their child feels safe at the school with 72% strongly agreeing (parent survey 25).
- Staff well-being is important to school leaders— as a result, staff morale is high, turnover is low and staff feel supported in their work (staff questionnaires 2021—2024)
- The school was shortlisted for the NASEN primary provision award in 2020 in recognition of the inclusive approach of the school.

## Priorities for Action

**To continue to develop a learning culture amongst staff, providing a ‘menu’ of in-house opportunities for peer to peer support, in order to develop pedagogy and sustain the quality of education.**

*Teacher standards link: (TS4/8)*

**To ensure that staff at all levels are provided with appropriate training in order to maintain and develop the quality of education across the school, with effective mentoring and support for Early Career Teachers.**

*Teacher standards link: (TS3)*

**To continue to develop leadership at all levels (including governance) in support of a high quality education for all pupils, with systems in place to hold others to account.**

*Teacher standards link: (TS8)*

**Safeguarding Focus: To develop the safe, appropriate and effective use of AI at Whiteley Primary School in order to support teaching and learning, and the reduction of teacher workload.**

*Teacher standards link: (TS4,5&8)*

## Desirable Outcomes

- The wider use of coaching and peer-to-peer support across the school in order to develop quality of education.
- All classroom staff have appropriate subject and pedagogical knowledge in order to effectively deliver the school’s curriculum, and there are strong structures in place to support the development of ECTs.
- Subject and phase leaders are confident to lead their subject/phase including evaluating the impact of the curriculum, planning improvements, training/supporting other staff, and holding them to account.
- The governing body has training and succession plans in place to ensure on-going effective governance.
- The leadership structures in place ensure that any impact due to changes within the team is minimised and can be managed effectively.
- The school has a clear AI policy which is shared with all stakeholders. AI is used safely and appropriately to reduce staff workload and to enhance teaching and learning.