Roydon Primary School



School Improvement Plan

September 2025 – July 2026

School Improvement Plan

This School Improvement and Development Plan seeks to build on the senior leaders' analysis of strengths and areas for development in teaching and learning and recognise the essential need to prioritise staff well-being in order to achieve the best outcomes for children.

Our priorities are:

1. to develop and deliver a curriculum that matches teaching to children's learning needs through adapted schemes taught with flexibility to reflect ongoing assessments;

2. to ensure that staff understand how Kapow can be used to guide effective continuous provision that provides the best learning opportunities for all infant children;

3. to improve children's outcomes at the end of Year 6 so that combined reading, writing and maths assessments are in line with national averages, both at the expected level (national - 62%, school – 51% in 2024) and at the higher level (national - 8%, school 3% in 2024);

4. to upskill all staff in managing challenging behaviours at all levels so that children are supported consistently in implementing strategies that regulate their emotions and reactions to potentially overwhelming situations;

5. for staff to recognise the importance of prioritising actions that promote their own mental health so that they lead by example and take care of their own well-being.

The following action plan indicates how we intend to achieve the above.

Issue to be addressed:
Schemes need to be used flexibly to meet the learning needs of children at Roydon.

Target	Actions	By whom	By when	Cost	Monitoring	By	Review
to develop and deliver a curriculum that matches teaching to children's learning needs through adapted schemes and flexibility that reflects ongoing assessments	1) to agree the extent to which staff must adhere to teaching schemes, while including non-negotiable elements in all lessons, units of work, etc., e.g. focus on LO, plenaries, modelling, writing for a purpose (twice in a unit).	Curriculum leader teams	End of November '25	TM	Planning scrutiny Shared lesson observations Team planning meetings	SLT SMT	
	2) visit local schools to explore alternative ways to approach curriculum planning (Rackheath).	SLT	End of Autumn term '25	HLTA cover	Ideas shared and seen in curriculum documents, including website	Govs	
	3) schedule regular HLTA meetings with a senior leader, and allocate coaches to facilitate use HLTA time as CPD opportunities (observation, sharing information), not just for planning.	HT	From November '25	HLTA time	Lesson observations of HLTAs (whole school approaches and strategies observed integrated in own practice)	SMT	
	4) arrange opportunities for all classroom staff to participate in shared observations to identify flexibility in approach balanced with consistent application of strategies.	HT	Spring term '26	HLTA cover	Feedback forms identify learning points Behaviour is well-managed	HT SMT	
	5) Data Analyst to carry out QLA of three years of KS2 SATs (reading, writing, maths & SPaG where data is available) to identify trends. Teaching teams to agree how the curriculum can be adapted to tailor teaching accordingly.	JL Teaching teams	During November '25	Data time & TM	Curriculum dips - teachers articulate how school and subject curricular meet the needs of individuals and groups	Govs	
	6) QLA to become an integral part of the assessment cycle in all year groups, not only to assist with ability grouping to support the learning of individuals, but to drive the curriculum itself to meet the learning needs of cohorts.	Teaching teams	July '26	Teaching team meetings	Curriculum Leader Team feedback to staff identifies where staff have adapted the curriculum and why	CLTs	
	7) To explore and implement a wide range of strategies to engage children in their learning in all stages of a lesson.	All classroom staff	End of Autumn term '25	TM	Learning walks and shared observations, feedback shared in termly feedback teacher meeting	SMT	

Issue to be addressed:
Kapow must be used to *guide* effective continuous provision.

Target	Actions	By whom	By when	Cost	Monitoring	By	Review
to ensure that staff understand how Kapow can be used to guide effective continuous provision that provides the best learning opportunities for all infant children	1) Use the Characteristics of Effective Teaching and Learning (EYFS Statutory Framework paragraph 1.18) to shape practice and provision.	Infant staff	Dec '25	Teaching team time	Learning walks to ensure provision supports active, hands-on, collaborative learning.	SLT	
	2) Identify from Kapow the skills the children need to learn for the year.	Infant staff	Dec '25	Teaching team time	Planning scrutiny Governor monitoring for CLT	SLT FGB	
	3) Use the skills to be learned as a starting point for the planning of resources.	Infant staff	Dec '25	Teaching team time	Planning scrutiny	SLT	
	4) Audit the current provision, existing resources and remove items that do not support curriculum intent. Ensure availability of high quality and open-ended resources are available.	Infant staff	Dec '25	HLTA time	Governor feedback to FGB shows indoor and outdoor areas are used effectively to support high quality CP.	FGB	
	5) Create a rationale for each resource, why is it there and what learning does it support?	Infant staff	Dec '25	Teaching team time	Governor feedback to FGB shows resources are used effectively to support high quality CP.	FGB	
	6) Establish high quality core areas: writing/mark making, maths, small world, construction, creative, investigation. Eliminate confusion caused by overly themed/surface-level enhancements.	Infant staff	Mar '26	HLTA cover	Governor feedback to FGB shows core areas are used effectively to support high quality CP.	FGB	
	7) Use the environment as a teaching tool with each area offering curriculum-linked learning, with adults modelling language, thinking out loud, scaffolding, challenging ideas and recording according to established expectations.	Infant staff	Dec '25	Teaching team time	Governor feedback to FGB shows adult support is effective in supporting high quality CP.	FGB	
	8) Visit other schools to see examples of good continuous provision in KS1 classrooms.	Infant staff	Mar '26	HLTA cover	Ideas shared and seen in curriculum documents	SMT	

Issue to be addressed:
Children do not achieve highly enough in Key Stage 2 statutory assessments.

Target	Actions	By whom	By when	Cost	Monitoring	By	Review
to improve children's outcomes at the end of Year 6 so that combined reading, writing and maths assessments are in line with national averages, both at the expected level (national - 62%, school – 51% in 2024) and at the higher level (national - 8%, school 3% in 2024)	1) Data Analyst to carry out QLA of three years of KS2 SATs (reading, writing, maths & SPaG where data is available) to identify trends. Teaching team(s) to agree how the curriculum can be adapted to tailor teaching accordingly.	JL Teaching teams	During November '25	Data time Teaching team time	Curriculum dips - teachers articulate how school and subject curricular meet the needs of individuals and groups	Govs	
	2) End of year targets to be set for all year groups using end of year assessments from July '25 as a starting point, and monitored half-termly.	Teaching teams	End Oct, '25	TM	Comparison of half-termly assessments and targets. Discrepancies addressed through pupil progress meetings	SLT	
	3) Identify those Year 6 children at risk of falling below expected in RWM and monitor this half-termly.	Teaching teams	End Oct, '25	TM	Venn diagrams to be updated half-termly	SLT	
	4) Implement an action plan to support yellow to green Year 6s, and to consolidate learning for less secure green through QFT and adaptive measures, intervention programmes, and deployment of support staff, and booster groups later in the year.	Teaching teams	End Oct, '25	Teaching team time	Children's progress tracked through pupil progress meetings.	SMT	
	5) QLA to become an integral part of the assessment cycle in all year groups, not only to assist with ability grouping to support the learning of individuals, but to drive the curriculum itself to meet the learning needs of cohorts.	Teaching teams	July '26	Teaching team time	Termly review of curriculum delivery and coverage	CLTs	
	6) Review provision for Year 6 SEND half-termly to increase independence and ensure the most effective deployment of support staff.	Year 5/6 teaching team	July '26	SLT time	Learning walks. Children of all abilities make appropriate progress having benefitted from teaching assistant input.	SEND Team & SLT	

Issue to be addressed:

All staff need to feel confident in managing challenging behaviours of children in the SHIP, in mainstream classes and when children from the SHIP integrate with their mainstream peers.

Target	Actions	By whom	By when	Cost	Monitoring	By	Review
to upskill all staff in managing challenging behaviours at all levels so that children are supported consistently in implementing strategies that regulate their emotions and reactions to potentially overwhelming situations	1) Introduce streamlined school expectations and strategies to encourage and celebrate these (Courtesy Cards, Best we can be bees, regulation activities after break)	DHT	Sept. '25	£20	Half-termly learning walks show strategies are applied consistently throughout the school.	SMT	
	2) Introduce stress bucket sheets for children who exhibit challenging behaviours so that scripts and actions are consistently applied by all staff in school.	KW	Nov. '25	-	Challenging behaviours are dealt with by members of staff other than the SMT.	SMT	
	3) Introduce simple recording of restorative conversations so staff and pupils are clear about consequences of poor behaviour choices when the resolution dialogue occurs after the fact.	KW	Nov. '25	-	Termly review of completed sheets	SMT	
	4) Ensure all classes are dyslexic-friendly and all staff understand why each of the measures must be in place.	SEND Team	Sept. '25	-	Termly learning walks	SEND Team	
	5) Introduce a non-negotiables list for ADHD-friendly classrooms (e.g. regulation stations, safe spaces, movement breaks). Investigate the financial feasibility of a presentation from the ADHD Foundation.	SEND Team	Jan. '26	£1,000	Termly learning walks	SEND Team	
	6) SHIP HLTAs to disseminate to staff and parents information learned through Zones of Regulation training.	HLTAs	Feb. '26	HLTA time	Children are taught strategies explicitly and are able to self-regulate at school and home.	SEND Team	
	7) Ensure all staff are trained in Step On de-escalation techniques and these are used with confidence.	Step On Leads	Jan. '26	£1,500	Challenging behaviours are dealt with by members of staff other than the SMT.	SMT	

Issue to be addressed:
Senior leaders and governors must ensure that staff feel confident to carry out their responsibilities while protecting their own mental health

Target	Actions	By whom	By when	Cost	Monitoring	By	Review
for staff to recognise the importance of prioritising actions that promote their own mental health so that they lead by example and take care of their own well-being	1) To identify trends in annual well-being surveys so that recurring matters can be addressed.	JC (Gov.)	Jan '26	Gov. time	Measures introduced to mitigate against recurring issues.	SMT	
	2) All support staff are offered brief 'Touching Base' meetings each term (additional meeting time to be allocated if requested) and SLT to analyse the outcomes and support that needs to be out in place for individuals and groups of staff.	SLT	July '26	-	Support staff report they feel their challenges have been addressed where possible.	H&S gov.	
	3) SMT to prioritise sufficient HLTA cover to allow staff to carry out additional responsibilities during the school day.	HT	On-going	HLTA cover	Well-being surveys show staff are not overwhelmed by workload.	H&S gov.	
	4) Arrange opportunities for all classroom staff to observe good practice within and beyond their teaching teams, including shared observations with senior leaders.	HT	July '26	HLTA cover	Well-being surveys show staff are given the time and support they need to be reflective practitioners.	H&S gov.	
	5) Ensure all groups of staff have sufficient meeting time and in-house training opportunities to enable them to carry out their responsibilities effectively, especially in the context of the whole school.	HT	July '26	HLTA cover	Well-being surveys show staff feel they have the information and expertise they need to be effective in their role.	H&S gov.	
	6) Maintain the staffroom as a clean, comfortable non-working environment, to include fruit and a hot chocolate station	AP/DP	On-going	£800	Well-being surveys show staff seek opportunities for down-time during the school day.	H&S gov.	
	7) Introduce a shout-out board for staff to show appreciation of each other, and weekly 'Queen Bee' awards for those who have gone 'above and beyond'.	DHT & HT	Sept '25	-	Well-being surveys show staff feel recognised and appreciated in their roles.	H&S gov.	
	8) Investigate the financial feasibility of supervision for SMT.	HT	March '26	£2,000	SMT report the benefit they experience from expert supervision.	H&S gov.	
	9) Investigate the possibility of a school therapy dog.	SEND Team	Spring '26	£1,800	Staff and children choose the therapy dog to help them regulate their behaviour and emotions.	SEND Team	