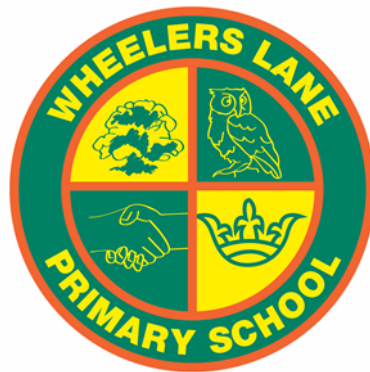


SEF/SIP

Wheeler's Lane Primary School



Self-Evaluation and
School Improvement Plan
2025 - 2026

Vision

Wheeler Lane Primary School 'A community of inspiration, aspiration and enrichment.'

School Aims

Wheeler Lane Primary School is a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community.

We are a school that:

- Aims high
- Rises to the challenge
- Celebrates success

Everyone in school aims to:

- Create a bright, happy and stimulating environment where everyone is encouraged to develop a love of learning, independence and creativity.
- Provide learning experiences that meet the needs of individuals and have high expectations for all.
- Foster positive attitudes and caring relationships based on mutual respect.
- Celebrate the differences which make us all so diverse and which enrich our school.
- Equip our children with the necessary knowledge, skills and attitudes to achieve success, become lifelong learners and active citizens.
- Work in partnership with parents, carers and the community.

<p>Context</p>	<p><u>What are we proud of?</u></p> <p>We are proud of our school vision to be “A community of inspiration, aspiration and enrichment” which was developed in collaboration with staff, children, parents, carers and Governors. Our vision is embedded throughout our school community, it is used to inform decision making at all levels, in particular the ongoing evolution of our curriculum.</p> <p>Our children are motivated and inspired to learn through our curriculum, which was developed carefully with the needs of our children in mind, and provides creative ways of exploring our learning concepts as well as opportunities and experiences to enrich and embed learning. Children often tell us that they enjoy learning.</p> <p>A range of support is available for children and staff to support their well-being and enable them to engage positively socially and academically. We take a positive individualised approach to supporting well-being in school and work closely with the families, children and external agencies to access additional support.</p> <p>As well as the themed weeks and themed days which enhance our curriculum, our children enjoy a wide range of extra-curricular opportunities, including sports, music and the arts, enabling them to further develop their talents and interests.</p> <p>We have developed a culture of children as leaders supporting them to share knowledge through a “learning buddy” programme, Junior Leadership Team and House Captains as well as regularly sharing good practice.</p> <p>We have achieved the silver Rights Respecting Schools Award. In 2021, our school was nominated for, and has received, a Birmingham Civic Society School Stars Award for our “engagement with pupils and school community during the Covid pandemic”.</p> <p>We are most proud of the people in our community, children and adults, the way they work together and support each other in order to achieve the best possible outcomes for our children.</p> <p><u>Facts and Figures</u></p> <p>Wheeler Lane Primary is a 3-form entry primary school with a nursery. There are 648 children on roll including nursery. The children come from a range of backgrounds; 70% have English as their first language with the remaining 30% speaking one or more of 31 different languages. 38% of children are in receipt of pupil premium funding. 17% of children are identified as having SEND and 16 of these children have an Education Health and Care Plan or Statement.</p> <p><u>Behaviour 24-25</u></p> <p>309 Child on child abuse physical (hitting, kicking)</p> <p>83 Child on child abuse verbal</p> <p>32 Child on child abuse sexual (bottom smacking, bottom pinching)</p> <p><u>Suspensions and Exclusions: fixed and permanent 24-25</u></p>
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25 External suspensions

25 Internal suspensions

1 Permanent exclusion

Bullying data 24-25

5 bullying incidents were logged, the school deals with bullying swiftly using a restorative approach. There are rarely repeat incidents, if these do occur school seeks support from outside agencies.

Discrimination data 24-25

6 homophobic incidents logged and dealt with

19 racist incidents logged and dealt with.

Attendance 24-25

Overall attendance 94% PP attendance 90.9%

Current overview

At the end of Key Stage 2, attainment and progress is in line with national data. Phonics outcomes are in line with national averages. At the end of Early Years, the percentage of children achieving a good level of development is below national data.

Our children come from a range of different backgrounds with many coming from deprived backgrounds and living in overcrowded or poor housing. In contrast, we have many children coming from more affluent backgrounds. Our pupil population covers both ends of the deprivation spectrum with the majority of children towards one end or the other and fewer in the middle. Our IDACI score (based on the January census) is 0.231 with a ranking of 24.5%.

The stability of our pupil population is above average – around 88%. Staff retention is also high with staff generally only leaving for promotion, relocation or retirement.

The Leadership structure is regularly reviewed and from September 2025 includes the Leadership Team (Head Teacher, Deputy Head and three Assistant Heads), Upper Leaders (Lead Practitioner for Pastoral Needs, Maths Lead, English Lead, Pupil Premium Lead for EY and KS1 and Pupil Premium Lead for KS2, SENCO) and Middle Leaders (Assistant SENCO, PSHE Lead, ICT Manager, Higher Level Teaching Assistants and Senior Office Manager). Subject leaders are supported by the AHT responsible for Curriculum and Assessment. 4 leaders are undertaking NPQ qualifications this year - the Acting Head Teacher, the Acting Deputy Head and one assistant head are doing NPQH and the Maths Lead is doing NPQSL.

	<p>A broad and balanced curriculum is in place. Each subject is taught discretely and this runs alongside a commitment to providing various enrichment opportunities for our children throughout the year. An assessment system is in place for each subject to identify gaps in learning.</p> <p>Standardised tests and teacher assessments recorded on an in-school system are used for assessment and tracking progress. We moderate both internally and externally to ensure secure and accurate judgements are made.</p> <p>The school is part of a group (STEP) with 2 local primary schools and 4 local secondary schools. We work together to improve outcomes for all of our children. We have all been peer review trained and have a programme of reviews and action plans in place which includes all seven schools.</p> <p>We work with our local Maths Hub to provide training and development for staff on practical methods of teaching Maths. We also work with Little Sutton English Hub to further develop our teaching of Phonics. Our school has links to the local P.E. and Sports Partnership and takes part in inter-school competitions on a competitive and non-competitive basis.</p>
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Progress against previous inspection

Area for Development	Intent By July 2026	Implementation
Support for some older pupils who have remaining weaknesses in reading is not as effective as it needs to be. As a result, some of these pupils are not catching up quickly enough and have challenges accessing the curriculum. Leaders should ensure that older pupils are urgently given additional support to improve their reading skills in school and at home.	Children in Key Stage 2 will receive the support they need to improve their reading and to access the curriculum.	The learning environment will support reading with visual prompts and vocabulary for current units of work.
		Adaptive teaching methods will be used to support lower readers.
		Tier 3 vocabulary will be taught, displayed visually and used in lessons by staff and children. This will include clarification of definitions.
		A programme of Reading workshops/cafes will take place across the year involving parents and carers in Reading.
		SEND assessments and toolkit trackers will be used to plan interventions and adaptive teaching in class.
		Parent readers will work with children who did not pass the phonics check at the end of Year 2.
		Opportunities for reading for pleasure will be available and promoted - daily class read at 3pm, library sessions, etc.
		The Little Wandle Smaller steps pilot will run to support struggling readers.
		Teachers will read 1:1 with the bottom 20% readers during reading for pleasure time.

		The planning and teaching of reading will be monitored, evaluated and reviewed for effectiveness with changes made and support given as necessary.
In foundation subjects, the use of assessment is less precise. This means that teachers and leaders are less secure on exactly what key knowledge pupils have learned and understood. The school should ensure that assessment processes in foundation subjects enable staff to clearly identify and address any remaining gaps in pupils' knowledge.	Staff will be able to identify and address gaps in foundation subject knowledge through the use of clear and precise assessments.	Assessment systems trialled last year will be implemented for each subject - INSET in the autumn term next year to introduce. <ul style="list-style-type: none"> - Subject leads to hard launch new assessment processes Sep 25 - Subject leads have sent out email reminders and had supportive conversations with colleagues around this.
		Adapted whole class feedback sheets will be used to record outcomes and next steps for each subject.
		Subject leader monitoring will include book looks, pupil voice, planning scrutiny, assessment and WCF scrutiny and learning walks. Time will be allocated for this.
		Enrichment opportunities will enhance the curriculum offered for each subject with more local visits and learning outside.
		Subject leaders will be proactive in seeking out CPD including receiving coaching or mentoring, peer reviews, meeting with subject leads from other schools, doing National College courses or webinars, visits to other schools, personal research etc.
School improvement priorities	<ul style="list-style-type: none"> ● Quality of education – closing the gap between disadvantaged children and those who are not, improvement in progress from individual starting points, embedding of assessment systems, focus on developing 4 key curriculum areas (RE, PE, ICT and Music) support for subject leaders, further improve the pedagogical skills of all teaching staff and TAs. ● Behaviour and attitudes - improving attendance for disadvantaged children, consistent application of the behaviour policy, embedding collective responsibility for all children's behaviour. ● Personal development - implementation of the new PSHE guidance, further develop opportunities for spiritual, moral, social and cultural experiences and learning. ● Leadership and management - development of subject leaders' monitoring skills, UPS teachers taking responsibility for their own CPD.. ● Quality of education in Early Years – increase the percentage of children achieving GLD so it is in line with the National Average. ● Overall effectiveness – monitoring, challenge and support to ensure the school is progressing in all areas towards outstanding. 	

QUALITY OF EDUCATION – Good

Strengths	<p>The school seeks to balance a strong academic curriculum with an exciting enrichment curriculum through a variety of quality, memorable experiences.</p> <p>The curriculum is well structured and well sequenced</p> <p>Dedicated job roles in school to focus on closing the gap between disadvantaged and non-disadvantaged children</p> <p>English, Maths, Pupil Premium and SEND leads all part of SLT or ULT so are able to raise issues to senior leaders easily and quickly</p> <p>Assessment in core subjects allowing tracking of attainment and progress</p> <p>The school's approach to teaching remains rooted in evidence and the key elements of effective teaching, with a clear focus on our Wheelers Lane teaching and learning toolkit.</p> <p>Most children say they enjoy being at school and the learning they do</p> <p>Most parents believe their children make good progress at the school</p> <p>Each subject has had time: monitoring and reviewing has been extensive leading to better progress</p> <p>End KS2 SATs results in line National Average</p> <p>Reading is now a strong area in the school</p> <p>Curriculum is supported by outside agencies e.g. police, nurse and fire service</p> <p>Little Wandle overall has had a positive impact on phonics and reading</p> <p>SEND children all make expected progress and many children have made accelerated progress</p>		
Area for Development 2025 - 2026	Intent By July 2026	Implementation	Who is responsible? Time frames
Improve end of Key Stage outcomes	<p>All end of Key Stage attainment and progress data to be in line with or above national averages</p> <p>Children achieving Reading, Writing and Maths (combined) will be in line or above national average</p> <p>Children achieving a pass on the Phonics Screening check in Year 1 in line with or above national average</p>	<p>New intervention strategy being trialled in Year 6 for Reading, Maths and Writing</p> <ul style="list-style-type: none"> • Focusing primarily on short term accelerated progress intervention with the emphasis on closing gaps • Data being continually scrutinised and groups changing frequently <p>Phase leaders to protect some time during the week to work with children on their writing - 10 min boosters focus on editing from WTS - EXS</p>	

Improve the quality of children's writing	<p>Writing outcomes across the school will improve with the gap between reading and maths, and writing closing compared to last year.</p>	<p>New writing framework to be analysed and reviewed and steps established to create an implementation plan that works for our school</p> <ul style="list-style-type: none"> - Relevant stakeholders regularly meeting - Review of writing process - Curriculum adaptations - INSETs to be planned in - Review of writing assessment - Further work with other school partners <p>Early writing process to be reviewed (EYFS and Y1) in line with new writing framework</p> <ul style="list-style-type: none"> - Curriculum adaptations made to bring in line with continuous provision timetable - Review of assessment process in EYFS and Y1 <p>Review of writing assessment process across school</p> <p>Celebrating great writing</p> <ul style="list-style-type: none"> - Displays, assemblies, public portfolio of writing in library, sharing examples through school media, sharing and celebrating with phase leader <p>Identify staff training needs through formal observations, PM meetings and progress reviews etc.</p>	
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Consistently high quality teaching across the school	<p>Teachers will have a secure knowledge of how to effectively use each area of the toolkit.</p> <p>Teachers will have secure knowledge of how to effectively implement adaptive teaching techniques across the curriculum</p>	<p>Training Day - teachers and assistants to create 'steps to success' for each area of the toolkit.</p> <p>Formal Observations, learning walks and peer observations to support this further</p> <p>CPD - October Training Day - Staff visiting workshops led by subject Leaders on Adaptive Teaching.</p> <p>Formal observation process focusing on writing and adaptive teaching</p> <p>Identify staff training needs through formal observations, PM meetings and progress reviews etc.</p>	
Progress to date:	<u>Autumn Impact</u>		
	<u>Next Steps for Spring Term</u>		
	<u>Spring Impact</u>		
	<u>Next Steps for Summer Term</u>		
	<u>Summer Impact</u>		
	<u>Next Steps for 26-27</u>		

BEHAVIOUR AND ATTITUDES - Good

Strengths	<p>The vast majority of respondents to the parent questionnaire would recommend our school to other families according to our most recent survey.</p> <p>CPOMS is used regularly and effectively to report and monitor behaviour and safeguarding in school.</p> <p>Behaviour of the vast majority of children most of the time is good and is especially in classrooms.</p> <p>Serious incidents are responded to well and apply only to a very small minority of children.</p> <p>Behaviour in our classrooms is well managed and developed by staff with issues addressed.</p> <p>Children have a good awareness of the rules and expectations</p> <p>Regular, effective monitoring of vulnerable children occurs with behaviour plans, systems and procedures in place for those children.</p> <p>Effective support for our most vulnerable pupils and those with SEMH are adapted often to improve outcomes.</p> <p>Home visits carried out regularly to more vulnerable children.</p> <p>External agencies offer positive feedback in relation to those children with additional needs.</p> <p>Pupil independence and sense of responsibility is well developed.</p> <p>Pupil Questionnaire - Mutual respect of others from different background and children feel safe at school</p> <p>Staff use restorative and supportive approaches to overcome problems which arise and refer to the KiVa anti-bullying programme to help resolve breakdown in relationships.</p> <p>Outside agencies are accessed and used well to support staff and children with specific needs.</p> <p>Leaders and mentors support staff and children well to manage behaviour.</p> <p>Parents and children are positive about staff in school and staff have good relationships with them.</p>		
Area for Development 2025 - 2026	Intent By July 2026	Implementation	Who is responsible? Time frames
<p>Improve overall whole school attendance to be in line with national.</p>	<p>The number of children with persistent absence will continue to reduce.</p> <p>PP attendance will improve and be in line with whole school attendance.</p>		

<p>Improve the consistency when implementation of behaviour policy by all staff.</p>	<p>Staff will show a collective responsibility for behaviour.</p> <p>Staff will have consistent classroom management in line with behaviour policy.</p> <p>Staff will have consistent expectations when children are moving around school.</p> <p>Staff will have consistent expectations of break time and lunchtime behaviour.</p>	<p>Staff training to ensure that expectations are followed.</p> <p>Staff to ensure that the majority of behaviour incidents are dealt with by them to improve relationships with children.</p> <p>Staff to be part of the evaluation and review of individual behaviour support plans.</p> <p>Staff respond to behaviour issues for their classes in assemblies, celebrations and to have responsibility for noise for their children.</p> <p>Staff to complete BEACON school support training and evidence this in their practice to improve outcomes for children</p> <p>Staff training to ensure that consistent approaches are undertaken.</p> <p>CPOMs to be used to record information that is required - time-outs, MUGA bans and indoor lunchtimes.</p> <p>Clear expectations given by staff throughout every school day with children rewarded and positive role models highlighted.</p> <p>Phase leaders, ULT and MLT members to reinforce this in their Year Groups and phases.</p> <p>Reward system for classes in each phase for the best at moving around the building.</p> <p>Special emphasis on moving into the building after lunch and leaving the school at home time.</p> <p>Explore opportunity and trial an indoor space for vulnerable children to improve their relationships with each other and social skills.</p> <p>Give vulnerable children responsibilities during lunchtime so to develop responsibilities and busyness in this period.</p> <p>LTS to continue progressing through Beacon School support program to develop skills set.</p>	
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		To improve parental community relationships to support children in school.	<p>Training given specifically to address this skill set . For instance, using BEACON school support for scripts to use with parents.</p> <p>Mentoring and coaching on how to speak with parents about incidents both positive and negative.</p> <p>Positive messages sent to parents about their children and their progress.</p>	
Progress to date:	<u>Autumn Impact</u>			
	<u>Next Steps for Spring Term</u>			
	<u>Spring Impact</u>			
	<u>Next Steps for Summer Term</u>			
	<u>Summer Impact</u>			
	<u>Next Steps for 26-27</u>			

PERSONAL DEVELOPMENT – Good

Strengths	<p>A wide range of opportunities are offered to the children, beyond the academic including: themed weeks, trips and visitors in school, the use of sports premium funding to provide additional opportunities for physical activity, competitions against other schools and within school lunchtime and after school clubs.</p> <p>The school enhances the children’s spiritual, moral, social and cultural development well: RE and PSHE curriculum, KIVA anti-bullying program, behaviour policy, restorative justice and code of conduct, RRSA, assembly themes, work with the community and the celebration of festivals.</p> <p>Healthy lifestyles are encouraged through curriculum topics and themed weeks, using our allotment and growing our own food.</p> <p>Children’s talents and interests are encouraged through opportunities in school: sports events, talent competitions, assemblies, JLT leadership, Eco Warriors and fundraising.</p> <p>Pastoral support given daily across school from class teachers, TAs, SLT, mentors, support staff. Staff support each other well. Children who are supported by our school mentors, show improved well-being and mental health.</p> <p>Outside agencies work with the school supporting the needs of the children, play therapist, forest classroom nurture group and special visitors including the police school link service.</p> <p>The majority of children feel safe and happy at school, which is agreed by parents. 90.1% of parents feel that their children are safe and a significant majority feel their children are happy according to our most recent parental survey.</p>		
Area for Development 2025 - 2026	Intent By July 2026	Implementation	Who is responsible? Time frames

<p>Improve the quality of our PSHE content and curriculum to reflect the needs of ever-changing needs of our school community.</p>	<p>To have a PSHE curriculum that meets the changing needs of our community.</p>	<p>PSHE curriculum will be sufficiently planned and delivered to meet all the statutory requirements and include the latest safety and issues and dangers affecting our school community.</p> <p>PSHE curriculum will support the understanding of the importance of British Values with a specific focus on mutual respect and tolerance of others and diversity. There will be a greater focus on challenging prejudices towards those with disabilities, homophobia, racism and religious intolerance, alongside a positive promotion of those with protected characteristics.</p> <p>Assemblies will be used to address misconceptions and deliver curriculum content regarding 'values' (support above paragraph).</p> <p>Weekly phase meetings used to share concerns and themes arising from pupil and parental conversations and allow immediate responses to safeguard children.</p> <p>Curriculum leads (especially PSHE/Computing) to meet with ULT to review latest information to safeguard our children and discuss local and national priorities. Online threats, language and review most common incidents in behaviour log.</p> <p>On-line safety workshops and enhanced communication will be provided to inform and educate parents and pupils. Computing and PSHE leads to complete up to date training on most pressing and new safeguarding issues before giving training themselves.</p>	
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		JLT, Eco warriors, House and Vice captains and other young leaders with effective roles and responsibilities towards supporting creating an inclusive school community.	
Progress to date:	<u>Autumn Impact</u>		
	<u>Next Steps for Spring Term</u>		
	<u>Spring Impact</u>		
	<u>Next Steps for Summer Term</u>		
	<u>Summer Impact</u>		
	<u>Next Steps for 26-27</u>		

LEADERSHIP AND MANAGEMENT – Good

Strengths	<p>There is a clear school vision which is used to inform decision making</p> <p>Safeguarding policies and procedures are in place, understood and implemented by all staff – all statutory duties are met. There is a strong culture of safeguarding across the school.</p> <p>Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge to enhance teaching and impact upon progress and outcomes for children.</p> <p>Staff feel trusted to be able to take risks and try new strategies when teaching.</p> <p>Staff feel that workload is considered by leaders when making decisions.</p> <p>Staff feel that their well-being is supported by leaders.</p> <p>Staff feel that the Sharing Good Practice INSETs are valuable to support their learning and development as well as giving them the opportunity to share successful learning strategies.</p> <p>Governors understand their role and hold leaders to account. They have a strategic overview of the school and focus on statutory duties.</p> <p>Quality CPD is provided for all staff through in-school expertise, local schools (Billesley Research School, STEP and Consortium schools), visiting services (PE coaches, Artis, Play Therapist), engagement with projects (DLP, KiVA, Maths Hub, English Hub) coaching, National College online training and external CPD opportunities.</p> <p>Staff mental health and well-being is supported by all leaders through open door policies, individual coaching and/or mentoring, provision of a counsellor, specific external services available. When introducing any new strategies or programmes, impact on workload is considered and changes made or appropriate time given where appropriate.</p> <p>Relationships with parents, carers and the local community are good. School leaders are visible and available at the beginning and end of every day for informal contact and make time for formal meetings where appropriate. Families find leaders approachable and supportive.</p>
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Area for Development 2025 - 2026	Intent By July 2026	Implementation	Who is responsible? Time frames
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<p>To develop a robust and responsive CPD (Continuing Professional Development) programme that ensures all staff continue to grow professionally, enhance their practice, and contribute effectively to whole-school improvement.</p>	<p>Staff will acquire new strategies, subject knowledge, and pedagogical skills that directly improve classroom practice and student outcomes.</p> <p>A culture of continuous learning is fostered, where all staff—regardless of role or experience—are supported in their development journey.</p> <p>Well-structured CPD often includes peer observation, coaching, and collaboration, encouraging a more cohesive and reflective staff team.</p>	<p>Review existing CPD activities and their impact. Survey staff to identify professional development needs and interests. Analyse school priorities and match them to staff development needs. Set clear, measurable goals for CPD aligned with the School Development Plan with clear areas of focus identified. Develop a year-long CPD schedule with regular sessions. Create pathways for ECTs, experienced staff, support staff, and aspiring leaders.</p> <p>Staff use coaching, mentoring, podcasts, national college, Beacon to develop their own individual CPD. Peer observations</p> <p>Observations carried out by SLT to be clear with individuals about their next steps.</p> <p>Sharing Good Practice insets</p>	<p>SLT/ULT to carry out audits and create plans in Autumn 1.</p> <p>All staff to be proactive with their own CPD and ensure that they share good CPD with others.</p> <p>SLT to carry out observations termly.</p> <p>Staff to ensure they can contribute to sharing good practice insets based on their own CPD.</p>
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<p>To engage parents, carers, and the wider community as active partners in supporting children's development and progress - academically, by building strong, collaborative relationships that enrich the learning experience and foster a shared responsibility for success.</p>	<p>There will be a culture where parents see education as a shared mission, encouraging families and the community to play an active role in school life and learning.</p> <p>There will be a consistent approach to learning between home and school.</p>	<p>Consistent and accessible communication methods with parents from teacher - Marvelous Me</p> <p>Run workshops on how to support reading, maths, mental health, and behaviour at home.</p> <ul style="list-style-type: none"> • Doodle workshops - PP • Maths Cafes • Beacon Parent groups • Curriculum workshops <p>Continue to develop volunteering in the classroom or school garden, reading with children, or running clubs - Make this role clear. Volunteer lead to develop plan for the year how children will be supported to make progress and how we can use this to model to other parents how to help at home.</p> <p>Curriculum newsletters - website information up to date for parents.</p> <p>Share positive stories of family and community involvement through newsletters, websites, and social media.</p>	<p>Teachers to manage class Marvelous me - communicate regularly with parents for celebrating what we do in school and also sharing the learning journey.</p> <p>Curriculum leads to planning a series of events to share the curriculum - to support parents to understand what children are learning and how.</p> <p>Volunteer lead</p> <p>Teachers and Curriculum Leads</p> <p>Monthly headteacher newsletters to celebrate daily events.</p>
<p>Progress to date:</p>	<p><u>Autumn Impact</u></p> <hr/> <p><u>Next Steps for Spring Term</u></p> <hr/> <p><u>Spring Impact</u></p>		

	<u>Next Steps for Summer Term</u>
	<u>Summer Impact</u>
	<u>Next Steps for 26-27</u>

QUALITY OF EDUCATION IN EARLY YEARS – Good

Strengths	<p>Reading progress and the implementation of Little Wandle has been successful</p> <p>Phonics and Maths workshops for parents - good levels of engagement and positive feedback</p> <p>Teachers help children do their best and parents appreciate the teachers .</p> <p>Children are encouraged to be healthy and the curriculum promotes this.</p> <p>Speech Link children - progress made and children are better prepared going into Year 1.</p> <p>Provision for SEND: interventions implemented, tracked and monitored, relevant resources purchased and utilised</p> <p>Focus on Reading Comprehension: VIPERS sessions in all classes; recorded and used in assessment and planning, whole class floor books are well developed.</p>		
Area for Development 2025 - 2026	Intent By July 2026	Implementation	Who is responsible? Time frames

GLD outcomes	<p>More children to achieve the early learning goal for Writing so more children can potentially achieve GLD.</p> <p>GLD will improve and be in line with national</p>	<p>Early writing process to be reviewed (EYFS and Y1) in line with new writing framework</p> <ul style="list-style-type: none"> - Curriculum adaptations made to bring in line with continuous provision timetable - Review of assessment process in EYFS and Y1 - Introduction of dedicated writing sessions in EYFS - Ensure quality writing opportunities are always available for children throughout the day <p>Regular data and progress meetings as a phase to discuss areas of strengths and next steps</p> <p>Regular short term targets set and reviewed with a focus on gaps for GLD target children</p> <p>Focused INSET time scheduled for EYFS (could also benefit Y1)</p>	
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Outdoor Enrichment	<p>Outdoor areas will be used regularly to support children's learning</p> <ul style="list-style-type: none"> - This includes: <ul style="list-style-type: none"> - Outdoor classroom areas - Forest classroom - Allotment 	<p>Phase lead to collaborate with parent group looking after allotment and class teachers to set a timetable up of regular class visits</p> <p>Teachers to plan a variety of learning opportunities which could take place at the allotment and/or forest classroom and make use of these</p> <p>Outdoor environment audit to be conducted by phase</p> <p>Short term: Teachers to make the most of the current resources and space and plan how best to utilise these to support children's learning during continuous provision</p> <p>Longer term: Relevant stakeholders to meet and review outcome of audit</p> <ul style="list-style-type: none"> - Implementation plan to be created with the aim of improving the outdoor provision for children at WLPS <ul style="list-style-type: none"> - This should include but is not limited to: <ul style="list-style-type: none"> - Timetable for outdoor supervision - How to raise funds if needed - Resources needed - how to source these etc - How any proposed change will have a positive impact of children's learning 	
Progress to date:	<u>Autumn Impact</u>		
	<u>Next Steps for Spring Term</u>		
	<u>Spring Impact</u>		
	<u>Next Steps for Summer Term</u>		
	<u>Summer Impact</u>		
	<u>Next Steps for 26-27</u>		

OVERALL EFFECTIVENESS – Good

All statutory safeguarding requirements are in place and safeguarding policy, practice and procedures are effective.

The quality of education provided is good.

All other judgements have been assessed and evaluated as good.