ROKESLY INFANTS SCHOOL

School Improvement Plan

Ratified: Spring 2025

Review Date: Spring 2026

Priority 1: Long term Curriculum plans are developed for each subject and at each phase including EYFS with e**ffective sequencing which takes into account prior knowledge to ensure sufficiently ambitious learning**		**Priority informed by: 2024 Ofsted report**				
Objectives	**Actions (process)**	**Completion date**	**People responsible**	**Success Criteria (outcomes)**	**Resources (Input)**	**Monitoring Arrangements (outputs)**
To ensure that the curriculum builds upon prior knowledge	MTPs are written for the whole year for each foundation subject. They show a clear progression of learning and the revisiting and building of knowledge and skills. Audit current curriculum Use Early Years Framework + National Curriculum to identify end points for each subject Prior knowledge informs planning to secure foundational knowledge Subject leaders attend training	Summer 2026	SLT/Subject leads	All subjects across the curriculum are logically sequenced and build on prior learning. Children can recall previous knowledge and use it to make connections to new learning	NCT for subject leads SLT and subject leads conferencing with children	Pupil conferencing Book looks Planning
To ensure that the curriculum developed and delivered allows for a greater depth in children's knowledge	Identify the key knowledge and skills that children need to learn in each sequence of lessons Opportunities for recapping prior knowledge are explicitly planned for and consistently implemented in every subject Utilise existing quality schemes of work to underpin curriculum development	Summer 2026	SLT/Subject leads/Class teachers	Evidence of recapping in lesson resources Children can confidently talk about their learning	CPD for subject leads SLT and subject leads conferencing with children	Pupil conferencing Book looks Planning Assessment data
Learning tasks are effectively designed to challenge all	Audit of current learning tasks used Training for class teachers Sharing of good practice Moderation with other schools	Ongoing throughout the year	SLT/Subject leads/Class teachers	Children are engaged in all lessons with positive behaviour for learning Evidence of well-designed learning tasks in lesson resources	CPD for class teachers	Task design CPD Pupil conferencing Book looks/Tapestry

Priority 2: Increase the percentage of identified groups attaining at age expected and or greater depth.

GDS - Writing all
GDS – Maths girls
B vs G – EXS reading and writing
BC MWBC all areas
B vs G - GLD

Priority Informed by: 2024/2025 outcomes

Key Stage 1		Boys	Girls	EAL (15)	BC MWBC (5)	Turkish (3)
Reading	Exs	76%	85%	87%	40%	67%
	GDS	39%	46%	33%	20%	33%
Writing	Exs	70%	81%	80%	*20%*	67%
	GDS	9%	15%	7%	0%	0%
Maths	Exs	82%	81%	80%	*20%*	67%
	GDS	39%	19%	27%	0%	33%
Phonics	Exs (Dis 40%)				BC 50%	
EYFS GLD		77%	90%			

Objectives	Actions (process)	Completion date	People responsible	Success Criteria (outcomes)	Resources (Input)	Monitoring Arrangements (outputs)
Increase the number of children in the target group (Black Caribbean and Mixed black and white Caribbean and disadvantaged children) passing the phonics check	Identify those children that need interventions early Phase 1 phonics checks taught in reception as well as in the nursery Daily phonics interventions introduced	Summer 2026	Class teachers and English subject lead	% of children passing the phonics test in targeted groups increased	Additional adult deployment to ensure interventions are delivered daily	English subject lead SLT GB curriculum committee
All teaching staff understand the purpose of tasks that children are completing and how to adapt for all learners to ensure suitably ambitious and scaffolded	CPD on adaptive teaching for all staff Identified regular liaison time between additional adults working in the classroom and teachers	Spring 2026	All class based staff	Lessons delivered are accessible to all children and support to support learning is highly effective	CPD Time set aside for weekly meetings	Work scrutiny by subject leaders and SLT
Some of the possible barriers	Hemisphere training for all staff	Summer 2026	All staff in the school to	A greater number of pupils in the targeted	Hemisphere training package	SLT and Governing Body.

for the targeted group are identified and support offered to families.	Family support worker to liaise with families to offer support with any external barriers		undertake the training FSW	groups attain at age expected or better.	FSW employed in the junior School to offer support in the Infants school too.	

Priority 3: To securely embed the consistent and systematic teaching of transcriptional writing skills (correct handwriting, & letter formation) including accurate spelling across the school.		**Priority informed by: Ofsted inspection Dec 24 and 2023-24 KS1 GD writing results (1%)**				
Objectives	**Actions (process)**	**Completion date**	**People responsible**	**Success Criteria (outcomes)**	**Resources (Input)**	**Monitoring Arrangements (outputs)**
To equip teachers with deeper subject knowledge on the progression of transcriptional skills and expectations across the school	Subject leader to: -learning walks in classes fortnightly -feedback in fortnightly staff meeting -Instantly demo/ model in the session with both LSAs and teachers (eg during learning walk) - plan and deliver staff meetings to support teachers in progression of skills, accurate modelling and high expectations - ensure that Penpals is embedded across the school with particular focus on prewriting in the EYFS Letter formation posters up in all classes	By the end of the year:	Monitoring and delivery by Literacy subject leader	Literacy subject leader and leadership team Children have better handwriting/ formation of letters and more accurate spelling Improved number of children at greater depth in writing KS1	None – Penpals has already been purchased	Staff meetings Feedback Demo sessions Children are given the opportunity to apply their skills in all writing tasks.
To raise the profile of spelling across the school	Subject leader to ensure that the spelling in both yr1 and yr2 are in accordance to the agreed spelling lists Discreet spelling lessons	By the end of the year:	Monitoring and delivery by Literacy subject leader	Literacy subject leader and leadership team 80% of children achieving 10/10 on spelling tests	None	Tracking of spelling test results Monitoring of GD writing across the school

	Spelling award to be given in achievement assembly – year group with highest percentage?			Improved number of children at greater depth in writing KS1		Children are given the opportunity to apply their skills in all writing tasks.
To help parents to support their children's transcriptional skills	Workshops delivered for parents on early writing (EYFS), expectation of writing in year1 and expectation of writing in year2 Drop in sessions for parents	Ongoing throughout the year	Monitoring and delivery by Literacy subject leader and EYFS leader	By the end of the year: Improved pencil grip in EYFS and early mark making attempts Improved number of children at greater depth in writing KS1	£500 early writing resources – grant funding for this	Discussions with parents

Priority 4: Quality of education in Rokesly schools to remain high as evidenced by national test data.		**Priority informed by: A trend across the schools showing less children of black Caribbean heritage working at age expectation at all phases.**				
Objectives	**Actions (process)**	**Completion date**	**People responsible**	**Success Criteria (outcomes)**	**Resources (inputs)**	**Monitoring Arrangements (outputs)**
Sharing of good practice and expertise across both schools	Joint CPD sessions Joint moderation Joint non-contact time for subject leaders from both schools to meet together Opportunities for staff to watch each other teach	Sept 2026	Subject leaders SLT	Class based staff more aware of where children are coming from ands where they are going to and this is reflected in their teaching.	Staff meeting time Release time for joint working	**Governing body**

	Staff learning walks with a specific focus across both schools					
To address the trend seen across Rokesly schools	To closely monitor the attainment of girls in maths and of black Caribbean children Regular discussions with class teachers about progress being made Pupil conferencing All subject leaders to monitor the progress of the group in their subject area	Ongoing	SLT	Attainment gaps begin to close for the two groups being focussed on	Time for pupil conferencing	**SLT**
Continue to ensure staff wellbeing so that staff are able to consistently give the best of themselves to get the best of the children	Share the mental health support offered by the LA and the staff well being insurance company with staff Medium term plans in place to support teaching Staff to have planned NCT for subject co-ordination	Ongoing	HT and SBM Subject leaders	End of year staff survey shows that staff feel well supported with their well being	**1.5 days per year per teacher** **NCT for subject leaders (6 days per year)**	**HT** **Governing Body**
Financial impact of falling roll to be closely monitored to keep any financial deficit to a minimum	All contracts audited for best value and adjustments made as necessary Grants sought to support the school Increased lettings of the premises Staffing structure to be considered and adjusted to keep financial strains to a minimum.	September 2026	SBM HT	Deficit budget in the infant school continues to reduce	Possible cost implications from a restructure	**HT** **Governing body**