West Earlham Infant and Nursery school

School Improvement and Development plan 2025 - 2026

Priority	How will this be achieved?	Intended Impact
PRIORITY 1 - To enhance curriculum access for pupils with complex needs through consistent adaptive teaching, reasonable adjustments, and high-quality assessments, with a particular focus on ensuring access to high quality communication and language support.' This will enable all learners to develop their communication skills, engage meaningfully with learning, and make sustained progress.	• Strengthen staff understanding and practice in adaptive teaching • Implement and monitor reasonable adjustments • Enhance communication and language support • Ensure high-quality, inclusive assessment • Senior Leadership monitoring	• Pupils with complex needs access and engage meaningfully with the curriculum. • There is clear evidence of adaptive practice in all classrooms • Staff feel confident and equipped to meet diverse needs. • Pupils make sustained progress in communication, engagement, and learning outcomes.
PRIORITY 2 - To enhance the teaching of sentence level structure to support the development of writing throughout Reception and KS1.	• Careful planning using the T4W approach to write a simple phrase or sentence • Termly writing moderation in house and with other schools • Teachers planning to highlight sentence level focus for each writing job. • CPD from external providers • TAF assessments frequently used • All KS1 staff to attend and moderate collaboratively to check consistent judgements	• Teachers confidently making secure judgements • In house and external moderation between KS1 & EYFS happening termly showing secure judgements being made • Increase in number of children meeting ARE throughout the year • Teachers make accurate and consistent assessment judgments that fairly reflect pupils' attainment and progress, ensuring reliable data to inform teaching, learning, and school improvement.
PRIORITY 3 - To continue to embed the Maths Mastery approach schoolwide to ensure all staff have secure knowledge of every aspect of the teaching of mastery maths.	• To continue with a structured termly focus (Autumn = fluency, Spring = variation, Summer = Coherence), as well as revisiting representation & structure, and mathematical thinking to ensure these continue to be implemented and embedded. • Lesson observations and monitoring opportunities to refine practice and ensure that there are consistent approaches across the year groups. • Embed high-quality professional development through regular CPD sessions and staff meetings, focusing on each of the 'big ideas' at a time. • To be present and provide ongoing support for teachers and TAs to develop secure subject knowledge and confidence. • Monitor teaching and learning through book looks, pupil voice, looking at planning, thinking about progression of skills and experiences, and depth of understanding rather than pace. • Share best practice and examples of what the expectations	• All adults who teach maths have a secure knowledge of all mastery principles (the 5 big ideas) and how to apply them within daily teaching and learning. • Consistency in planning and lesson delivery across EYFS and KS1, ensuring smooth progression of skills and understanding. • Children develop deep, long-term understanding of mathematical concepts, not just procedural knowledge. • Increased pupil confidence, independence, and the ability to articulate their mathematical thinking. • Improved outcomes for all children, with disadvantaged and SEND children making strong progress in line with their peers. • Clear evidence of mastery principles (5 big ideas) in children's work, discussions and problem solving approaches.

	are, modeling lessons and collaborative planning sessions. ● Ensure that assessment for learning is used effectively to identify misconceptions and address them promptly within lessons / the learning sequence / interventions. ● Continue to develop use of concrete, pictorial and abstract representations to support all learners, with a particular focus of disadvantaged and SEND children.	● Sustained whole-school culture where mathematics is taught with coherence, challenge and inclusivity.
PRIORITY 4 - To embed a whole school trauma informed approach through staff training and support, creating a safe and nurturing culture that promotes pupil wellbeing, resilience, positive relationship and improved pupil outcomes.	**Staff Training & Professional Development** ● Deliver high-quality trauma-informed training for all staff ● Train staff to be confident in recognising signs of trauma and understanding its impact on learning, behaviour, and relationships. **Whole School Culture** ● Develop scripted language for consistency and values around safety, nurture, and respect. ● Ensure staff are aware of the relevant policies and how this influences their practice. ● Ensure our school environments are conducive to children feeling safe and secure. **Environment** ● Create safe, welcoming, and sensory-friendly spaces (e.g., nurture rooms, quiet areas). ● Ensure classrooms promote belonging (photos, children's work, warm lighting, soft furnishings where possible). ● Use visual timetables and transition supports to reduce anxiety. **Relationships at the Heart** ● Prioritise secure, trusting adult-child relationships as the foundation for learning. ● Model positive, respectful interactions between staff and pupils, and between staff themselves.	A consistent trauma-informed culture is embedded across the school, enabling all pupils to feel safe, supported, and ready to learn, resulting in improved wellbeing, resilience, relationships, and positive learning behaviours. ● The school establishes a **consistent trauma-informed culture** where all staff understand how adverse experiences can affect children's behaviour, emotions, and learning. ● Pupils feel **safe, understood, and valued**, leading to improved wellbeing, engagement, and readiness to learn. ● Staff use **emotionally attuned, relational approaches** to support regulation, reduce incidents of distress or behaviour escalation, and strengthen positive relationships. ● There is a measurable improvement in **pupil resilience, attendance, and positive learning behaviours**, particularly among those with additional vulnerabilities. ● The school environment reflects a **nurturing, calm ethos** that promotes belonging and inclusion for every child.

	Curriculum & Wellbeing ● Incorporate social and emotional learning into the curriculum (e.g., PSHE, circle time, storytelling). ● Teach self-regulation strategies through play, mindfulness, and movement. ● Provide targeted interventions (nurture groups, ELSA support.) for children with higher needs. **Family & Community Engagement** ● Work in partnership with parents, offering workshops, drop-ins, and signposting to external support. ● Communicate openly with families, recognising challenges they may face. ● Collaborate with external professionals (educational psychologists, CAMHS, social care). **Monitoring & Evaluation** ● Gather feedback from staff, pupils, and families on the school culture. ● Track wellbeing, behaviour, and attendance data to measure impact. ● Celebrate successes and adapt practice as needed.	