



School Improvement
Plan 2025/26

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Quality of Education

By the end of the academic year 2025-2026, Cayley Primary will fully embed and implement the revised curriculum across all year groups, ensuring high-quality content delivery, effective assessment, appropriate adaptations for all learners, and strong subject leadership by middle leaders.

Actions	Success Criteria	Responsibility	Rag Rating
Establish regular subject leader meetings to monitor curriculum implementation and share best practice from Spring Term.	Termly meeting minutes showing evidence of monitoring and shared strategies.	NP, RL	Amber
Develop and roll out detailed curriculum maps (progression maps, coverage, long term plans) for each year group by Spring Term	Curriculum maps completed and approved by Spring term; 100% teacher awareness and use confirmed	Subject leaders, NP, RL	Amber
Provide targeted training for all teachers on curriculum content and assessment methods by February 2026.	Full staff attendance and positive feedback from training evaluations.	Subject leaders, NP, RL	Amber
Conduct termly lesson observations and pupil work scrutiny to assess quality and adaptations for SEND and other needs.	Observation reports showing evidence of adaptations in planning and delivery and continued improvement.	Subject leaders, NP, RL	Amber
Use data from core curriculum assessments to inform targeted interventions and curriculum adjustments.	Data reports showing improved pupil progress and closing of gaps termly.	SLT, core curriculum leaders	Green

Maths

improve the quality and consistency of mathematics teaching and learning across all year groups, resulting in increased pupil attainment and engagement in maths			
Actions	Success Criteria	Responsibility	Rag Rating
Introduce Mastering Number Program in EYFS and KS1 to develop fluency in number sense and calculation	Mastery approach from White Rose embedded in lessons EYFS and KS1 children meet age-related expectations in number fluency	AT, NP	Yellow
Provide regular CPD for teachers on effective modelling techniques in maths lessons, including live demonstrations and thinking aloud strategies.	Lesson observations show consistent use of high-quality modelling in maths lessons by summer 2026.	AT, NP	Yellow
Strengthen the role of the maths subject leader by providing leadership training, time for monitoring, and opportunities to lead collaborative planning and CPD.	Maths leader reports increased confidence and impact, evidenced by improved pupil outcomes and teacher feedback by July 2026.	AT, NP	Green
Train staff in using effective questioning techniques to deepen mathematical thinking and provide appropriate challenge for all learners.	Pupil work and lesson observations show evidence of higher-order questioning and challenge in maths lessons.	AT, NP	Red
Ensure all classrooms are equipped with appropriate concrete resources and scaffolds to support conceptual understanding and inclusion.	Inclusion audits and teacher feedback confirm that scaffolds and concrete materials are consistently used to support diverse learners.	AT, NP	Green
Conduct a needs analysis of staff maths subject knowledge and deliver targeted professional development sessions, including peer coaching and external training.	Staff confidence surveys show an increase in confidence with maths content knowledge and pedagogy by July 2026.	AT, NP	Yellow
Review and consistently implement a clear school-wide calculation policy that supports progression and consistency in teaching calculation methods.	Monitoring shows adherence to the calculation policy across all year groups with positive pupil outcomes in calculation assessments.	AT, NP	Yellow

Safeguarding

By July 2026, Cayley Primary will embed a robust safeguarding culture that clearly defines staff responsibilities, promotes a positive behaviour ethos, ensures effective communication with parents, and maintains rigorous safeguarding procedures in all areas including trips and medical care.			
Actions	Success Criteria	Responsibility	Rag Rating
Update and communicate safeguarding policies and procedures by October 2025.	Updated policies published and staff acknowledge receipt and understanding.	TF, JW	Green
Deliver safeguarding training to all staff, including updates on trips and medical care, by November 2025.	100% staff trained; training evaluation shows understanding of procedures.	TF, JW	Yellow
Establish clear roles and responsibilities for safeguarding across the school including those of governors	Safeguarding roles documented and communicated; staff can identify who holds key responsibilities.	TF, JW	Green
Promote a positive behaviour culture through assemblies, staff training, and consistent behaviour management and develop behaviour log system	Reduction in behaviour incidents by 10%; positive behaviour logs increase.	SLT	Yellow
Improve communication channels with parents regarding safeguarding and behaviour.	Parent surveys show improved satisfaction with communication; increased parent engagement.	TF, JW	Yellow

Inclusion

By July 2026, Cayley Primary will improve inclusion practices to ensure all children, including those with SEND and additional needs, experience high-quality, inclusive education through strengthened quality first teaching, effective deployment of support staff, and enhanced specialist provision.

Actions	Success Criteria	Responsibility	Rag Rating
Deliver training on quality first teaching and inclusive strategies for all staff by January 2026.	Training completion by 100% of staff; post-training confidence surveys show improvement	NP, AW	Amber
Review and optimise deployment of support staff to maximise impact by October 2025.	Support staff timetables and deployment plans updated; feedback from teachers indicating increased support effectiveness.	TF, NP, AW	Amber
Enhance specialist provisions with additional resources and expertise by December 2025.	New resources procured and in use; specialist sessions scheduled and attended.	TF, NP, AW	Red
Implement regular review meetings for children with SEND using the graduated approach (assess, plan, do, review).	100% of children with SEND have documented review meetings termly.	NP, AW, LR	Amber
Engage parents and carers in inclusion plans and progress reviews.	Parental attendance at review meetings increases by 20%; positive feedback collected through surveys.	TF, NP, AW	Amber

Early Years Foundation Stage

Cayley Primary will enhance the quality of Early Years Foundation Stage (EYFS) provision by strengthening subject leadership, developing continuous and outdoor provision, upskilling support staff, and embedding inclusive practices to ensure all children achieve strong developmental progress.			
Actions	Success Criteria	Responsibility	Rag Rating
Develop role of EYFS leader through regular line management and training and with a detailed action plan	Minutes form meetings show clear actions and progress from those actions	TF, NP, NK	
Develop and enrich continuous and outdoor provision plans by November 2025.	Provision plans completed and implemented; staff feedback indicates improved practice.	NP, NK	
Provide targeted training for EYFS support staff on inclusive practice and developmental progress tracking by December 2025.	100% EYFS support staff trained; post-training confidence and knowledge assessments show improvement.	NP, NK, Alice, Harriet (Phoenix)	
Implement regular monitoring and review of EYFS provision and child progress.	Monitoring reports completed termly showing developmental progress and quality provision.	TF, NP, NK	
Develop vocabulary-rich learning areas with visual aids, objects, and labelled resources to support language acquisition.	Consistent use of targeted vocabulary across EYFS settings.	NP, NK	
Design and implement activities that encourage children to ask questions, explore, and investigate.	Increased child engagement in curiosity-driven activities.	NP, NK	
Review and enhance the outdoor provision to ensure it is purposeful, stimulating, and supports all areas of learning.	<ul style="list-style-type: none"> Positive feedback from staff and parents on outdoor learning experiences. 	NP, NK	