

Scarning VC Primary School Improvement and Development Plan 2026-2029

We aspire to achieve:

- Above average outcomes
- Above average attendance
- Good conduct
- A Strong culture of learning
- An inclusive school – *all children thriving and learning*
- A sense of *'one society; many stories'*

This SIDP plan targets areas for improvement based on the following:

- 2024 Ofsted Actions
- Performance data
- Views of staff, governors, parents and pupils
- Analysis of current pupil progress
- Shared best practice from other schools
- National developments
- The thoughts of external reviewers

School improvement is an ongoing process.

A major revision to how we manage our SIDP took place in Sept 2026. We have moved to a system where area/subject leads manage the pace and nature of development according to presenting needs.

This process is quality assured by the headteacher and deputy headteacher.

The process will be subject to ongoing review, with a formal 3-year review scheduled for September 2029.

The SIDP is made up of the following:

Type of plan:	Active from:	Subject /Area
Subject/Area Plans	Dec	• Curriculum (general) • Enrichment • Reading • Writing • Maths • Science • Humanities • D&T • Art • RHSE • RE • Music • Computing • MFL
Other Key areas for focus	Dec	• SEN • Behaviour • EYFS • Equalities • Outdoor learning • EAL
Pupil Premium Strategy	This document is subject to change throughout the year.	See website

Selected Key priorities as of Autumn 2026

EYFS	To implement the Reception 'I Am A Clever Writer' approach to strengthen children's physical readiness for writing, develop early writing behaviours and improve writing outcomes by the end of Reception. To improve outcomes for disadvantaged children and increase the proportion achieving GLD.
SEN	Stronger Universal Provision: Embedding inclusion into everyday teaching: Needed for some, benefits all. Improved Pupil Progress: Positive impacts on academic attainment, learning progress, attendance and sustained classroom participation. Enhanced Wellbeing and Belonging: Creation of safe, respectful cultures where children feel valued, confident, and independent.
Curriculum	To review the early implementation of I Am A Clever Writer and react to teething problems where they occur. Staff to be upskilled in using strategies that support all in learning through a quality curriculum that is inclusive.
Reading	To explore ways in which to develop stamina in borderline children, and to embed these within KS2. To develop the role of reading ambassadors
Writing	To review the early implementation of I Am A Clever Writer and react to teething problems where they occur. *A clear, agreed approach for handwriting in line with the I am a Clever Writer approach will be in place alongside a policy that outlines progression and expectations.*
Maths	To embed KIRFs consistently across EYFS–Y6 and develop pupils' ability to use known facts to derive new facts and solve calculations efficiently. To ensure pupils retain flexible number sense as formal written methods are introduced and can select an efficient mental, informal or written strategy according to the calculation.
Behaviour	Ensuring learning behaviours in the upper part of the KS2 are as good as they can be.