



# **YEALMPSTONE FARM PRIMARY SCHOOL**

**2025-2026**

# **School Improvement Plan**

***"The doorway to learning for the whole community"***

**Classroom Culture:**  
the relational  
approach

**Sequence Planning:**  
think hard but  
efficiently

**Cognitive Science:**  
build retrieval and  
storage capacity



- Prior learning
- Whole class feedback

01

Connect

Explain

02



- Vocabulary
- Direct instruction
- Diagrams, images and maps

**IDEAL**

The  
Federation

Model

03



- 'I do'
- Live modelling
- Concrete worked examples

Practice

04



- 'We do'
- Worked examples
- Misconceptions

Extend

06



- Reflect
- Summarise
- Deepen understanding

Apply

05



- 'You do'
- Consolidate and record
- Apply vocabulary
- Check understanding

# SIP 2024-2025 Review with Staff

## Priority 1

Reading: 85% of children are ARE for reading within their year group expectations. Focus on the fluency element of reading throughout the curriculum to achieve this.

What did we achieve this year?

- Phonics outcome Y1 phonics screening check - 83%
- Y6 SATs results - Reading: 74% ARE, 32% GD
- Successfully completed ASP training and implemented a range of techniques for reading fluency e.g. choral/echo/paired reading and chunking/scooping
- Embedding RWI phonics programme
- RWI/English hub development days which were very successful and identified next steps.
- Literacy Gold is used by many children as an intervention to support their progress in reading.
- Dual coding and colourful semantics used as tools to support learners as well as reduce cognitive load.
- Trialled Reading Plus with one class.

What are our next steps?

- Continue to embed reading strategies from INSET training.
- Look at the impact of trial of reading plus as we use it for a longer period of time.

How can we refine and build on what we have done already?

- Phonics training and coaching to ensure we build on what we are doing to refine and improve effectiveness of phonics teaching for all.
- Look at topics and check the relevance of texts in English lessons.
- Reading 4 Pleasure - whole class text.

## Priority 2

Maths: By the end of the academic year, YFPS will implement a structured daily routine that focuses on number facts to boost students' confidence and fluency in recalling fundamental maths concepts, with particular emphasis on number bonds and place value in KS1 and times tables in KS2

What did we achieve this year?

- KS1 SATs - achieved national average
- MTC check Y4 - average of 22.8 which was improved from last year's results.
- Y6 SATs: 80% ARE (above national)
- Further embedding of Mastering Number in KS1 and KS2 (Y4/5)
- Number Fact Assessment Tool introduced to teachers.
- Arithmagicians introduced.
- Continuation of use of TTRockstars and Numbots.

What are our next steps?

- Trial of intervention/SEND nurture group resources.
- Development of number fact assessment tool.
- Look at how we can set up smaller groups to tailor support in some year groups.

How can we refine and build on what we have done already?

- Y4 We should use numbots heatmaps more. We can then send them home and ask parents to focus on problem areas.
- Create a balance between mastering number and rapid recall of number fact fluency sessions.
- Use of maths shed - low stakes quizzing
- Build automaticity.
- Computing clubs to encourage children to practise the recall of number facts as much as possible. Possibly invite children who could do with additional practise.

### Priority 3

Curriculum: By the end of the academic year, YFPS will build pupils' retrieval and storage capacity using cognitive science approaches.

What did we achieve this year?

- The development of the IDEAL lesson - INSET
- Subject leaders incorporated this into their actions plans
- Successful use of retrieval activities particularly history.
- Generation key takeaways for each step of learning sequence in History.
- Cognitive load theory is more considered.
- Knowledge organisers - schemas are being used to help children embed knowledge.
- Hexagons structure is supporting children's retrieval and long term memory.
- PE boards are supporting children's retrieval and long term memory.

What are our next steps?

- More hexagon systems are used across more subjects!
- Embed this in more subject areas.
- Assessments/low stakes quizzing to be used more widely.
- Choose next subject focus - Science?
- Kapow art/DT
- End of unit quizzes

How can we refine and build on what we have done already?

- Interactive KOs for at home.
- Reflection sessions for children to talk about what they have learnt.

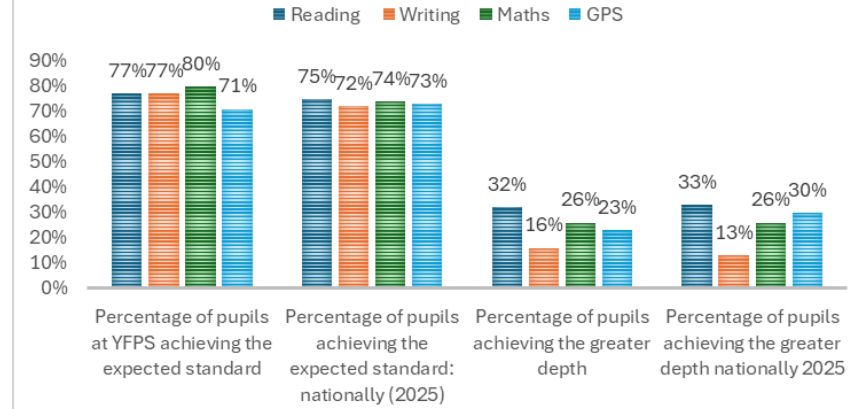
# YFPS End of Year Data

## Y4 Tables Check (July 2025)

Marks achieved	YFPS 2025	National
25/25	29%	37%
Average mean	22.8	21



## UKS2/NATIONAL RESULTS

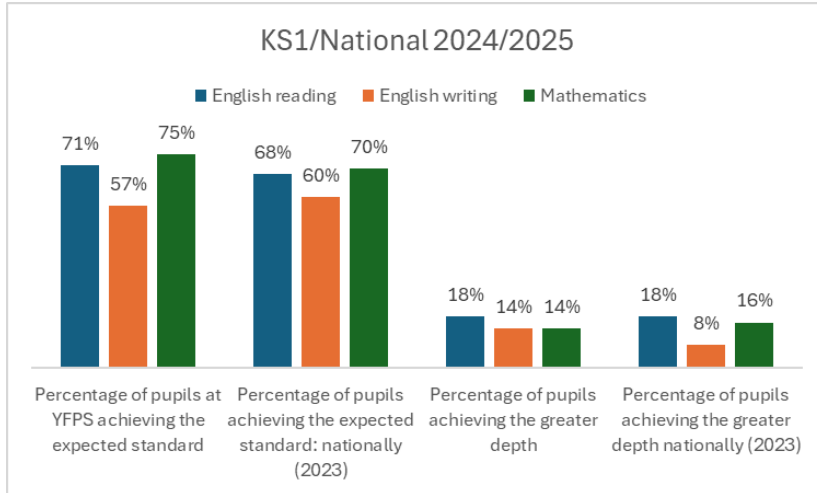


### Evaluation of last year's development:

KS2: Our data shows that we were above national in reading, writing and maths. We will continue with our strategies and embed them across the next year. In SPAG we are slightly below national average, and we have the children working in smaller groups This year which will mean that the children will be exposed to the SPAG elements earlier and have longer to embed these. This will also support the children to use these in their writing. Our combined was 68% for the School, 62% Nationally.

Y4 tables: 29% of our Y4 cohort got full marks in this test. This is the same as the national last year but this years national result isn't published until November. Our average score is above average compared to last year's results nationally.

## KS1/National 2024/2025



## Phonics Assessment (based on July 2025 data)

Percentage of pupils achieving the expected standard in Y1: YFPS	Percentage of pupils achieving the expected standard in Y1: National (2024)	Percentage of pupils achieving the expected standard in Y2: YFPS	Percentage of pupils achieving the expected standard in Y2: National (2025)
83%	80%	92%	89%

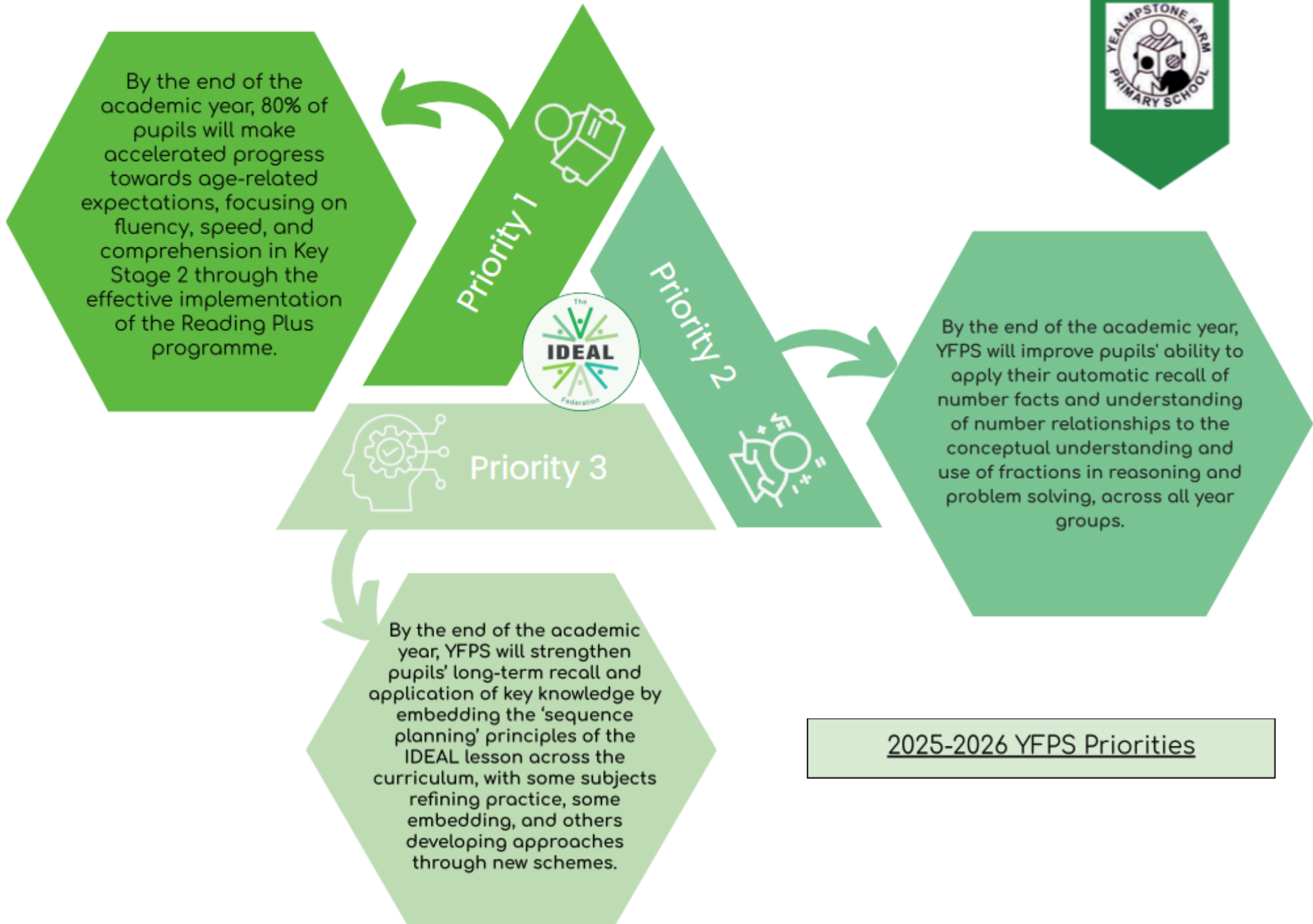
### Evaluation of last year's development:

Phonics: Our standards in phonics are above the national average for this year and the yearly average is the same as last year after a few years of growth which suggests stabilisation. We continue to make sure this is a priority area as we had 6 children in Y1 not pass the phonics check. 3 of these children have EHCPs. We only had 2 children who were in Y2 and have still not reached the ARE. We had 6 last year.

## Foundation Stage Results (July 2025)

Percentage of pupils at YFPS achieving the expected standard in Foundation	Percentage of pupils achieving the expected standard nationally in Foundation
67%	68.3%

Foundation stage: Data in the Foundation stage shows that we have returned to pre--pandemic levels and are inline with the national average, despite having two children with significant SEND needs.

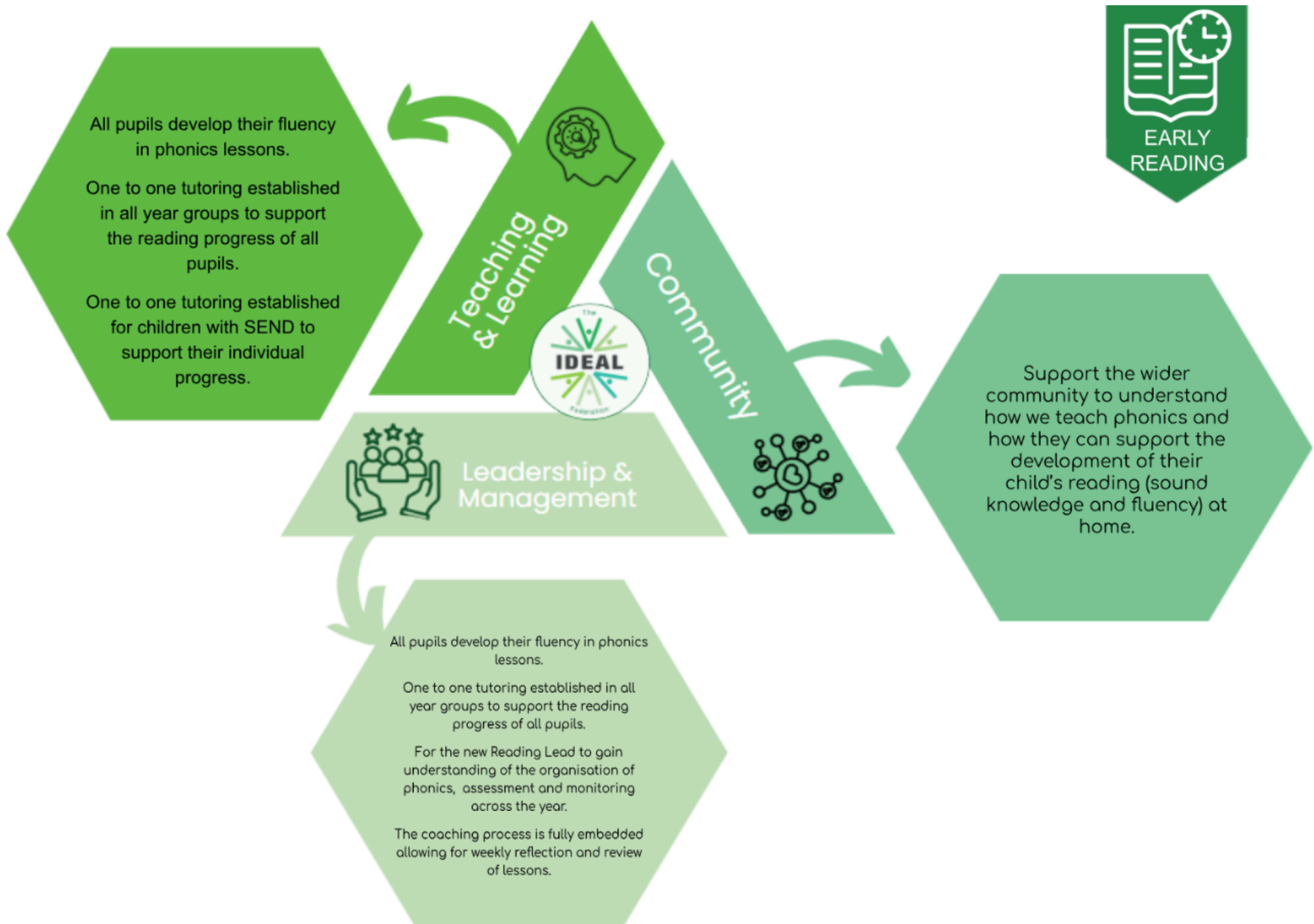


2025-2026 YFPS Priorities

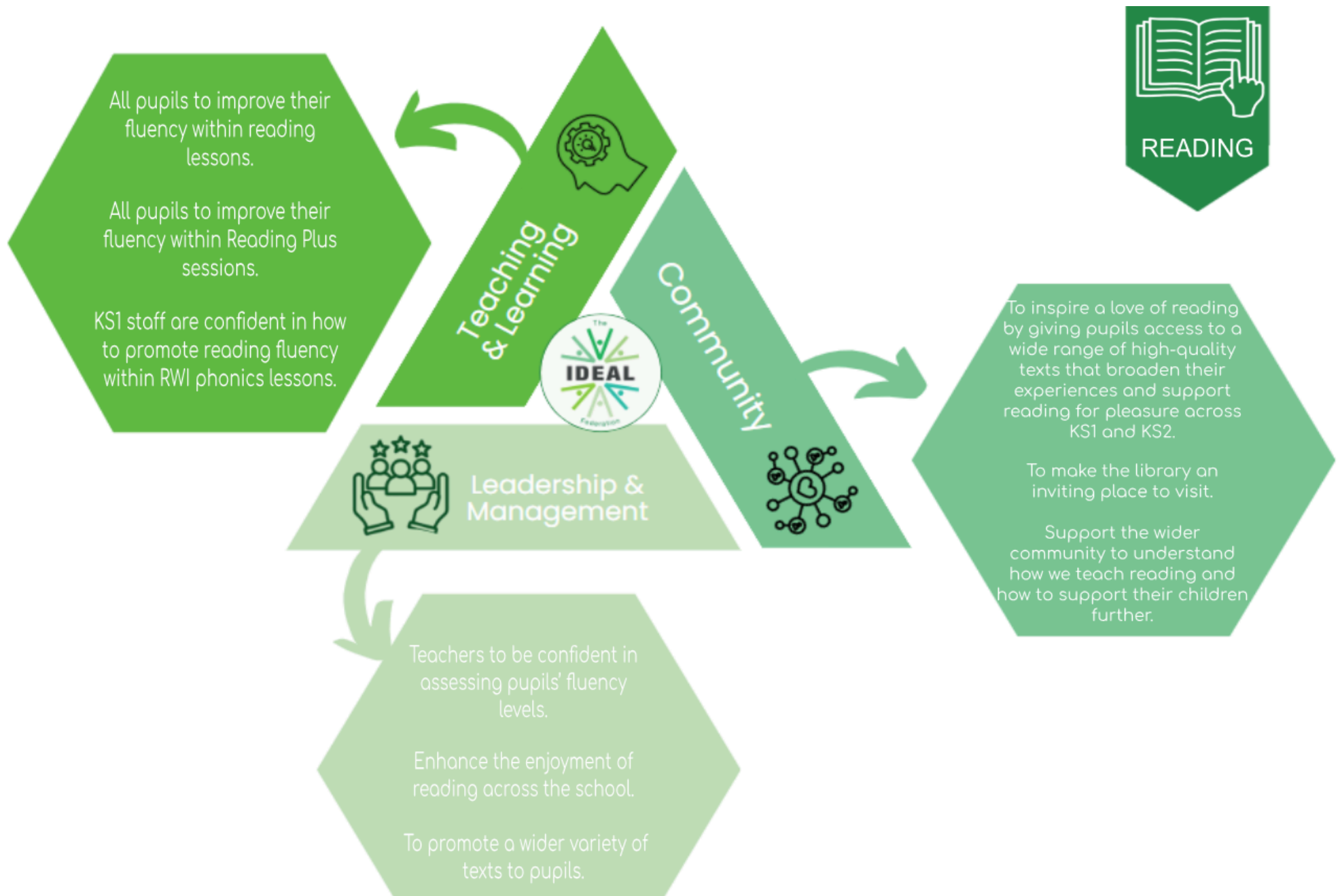
## Strategic Intent for Change one:

<p><b>Priority 1:</b></p> <p>By the end of the academic year, 80% of pupils will make accelerated progress towards age-related expectations, focusing on fluency, speed, and comprehension in Key Stage 2 through the effective implementation of the Reading Plus programme.</p>	<p><i>Budget</i> £4000</p>
<p><b>Where are we now?</b></p> <ul style="list-style-type: none"><li>• Reading Plus has been rolled out across KS2. Staff have been trained on how to use Reading Plus and to utilise the data.</li><li>• Fluency Training has been delivered during staff INSET.</li><li>• Read, Write, Inc. reading teachers are familiar with the strategies which promote reading fluency. Practice sessions and coaching are used to develop these areas.</li><li>• Across KS2, pupils are not reading at the expected speed for their age</li><li>• Year 6 TA is signed up to HfL reading fluency intervention training</li></ul>	
<p><b>What will it look like by the end of 25-26?</b></p> <ul style="list-style-type: none"><li>• All staff will incorporate reading fluency techniques throughout wider curriculum areas</li><li>• Staff will be confident in analysing their pupils' data on Reading Plus and will be able to identify pivotal children who are not meeting their ideal reading speed or lacking in comprehension.</li><li>• KS2 Pupils' average reading speed increases by a minimum of <b>20 words per minute</b> across the academic year (measured through Reading Plus benchmarks).</li><li>• Year 6 TA to be running a Y5/6 reading fluency intervention group.</li></ul>	

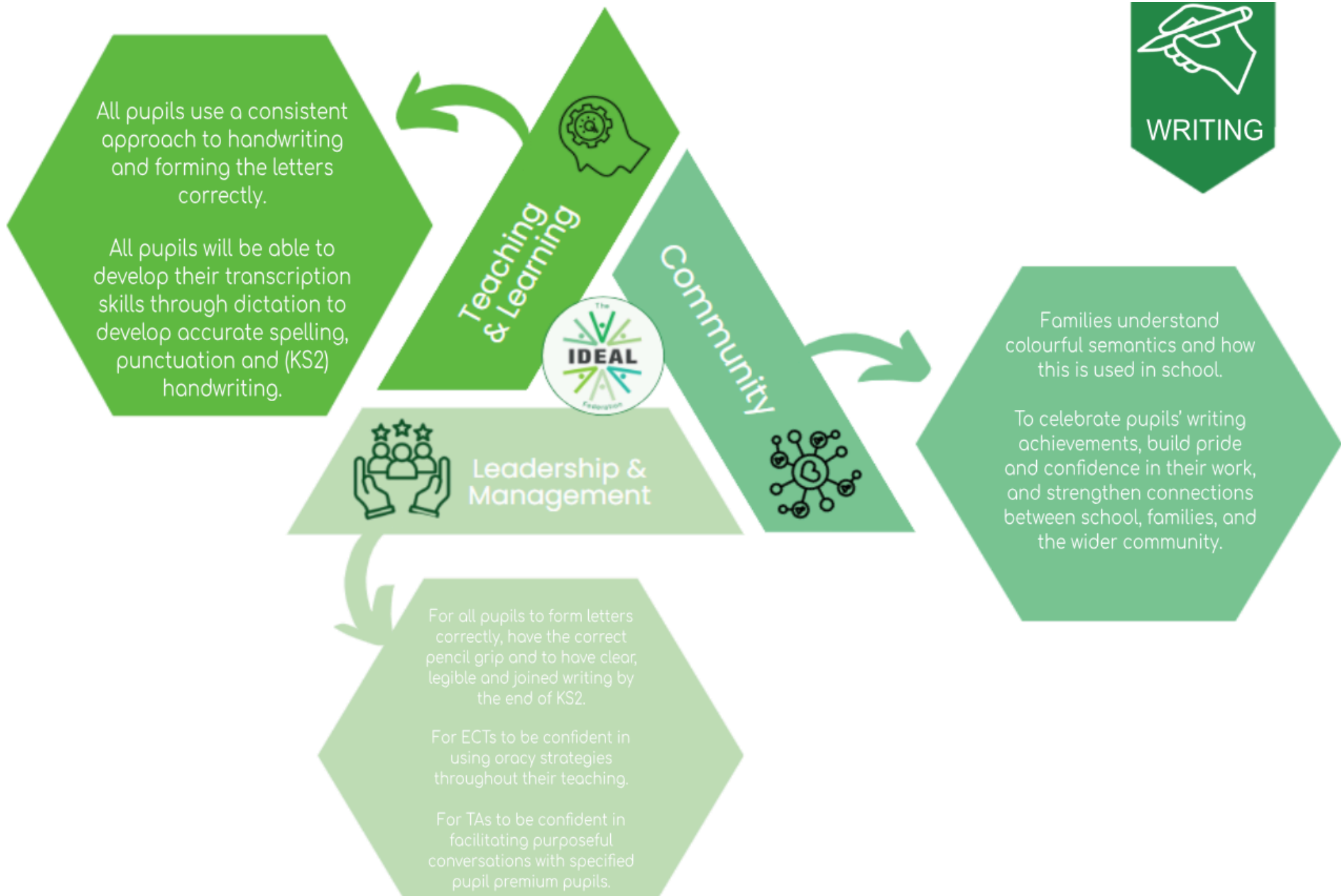
# Early Reading action plan overview (Miss B Alford)



## Reading action plan overview (Miss S Burns)



# Writing action plan overview (Miss S Burns)



## Strategic Intent for Change two:

### Priority 2: Maths

Budget  
£4000

By the end of the academic year, YFPS will improve pupils' ability to apply their automatic recall of number facts and understanding of number relationships to the conceptual understanding and use of fractions in reasoning and problem solving, across all year groups.

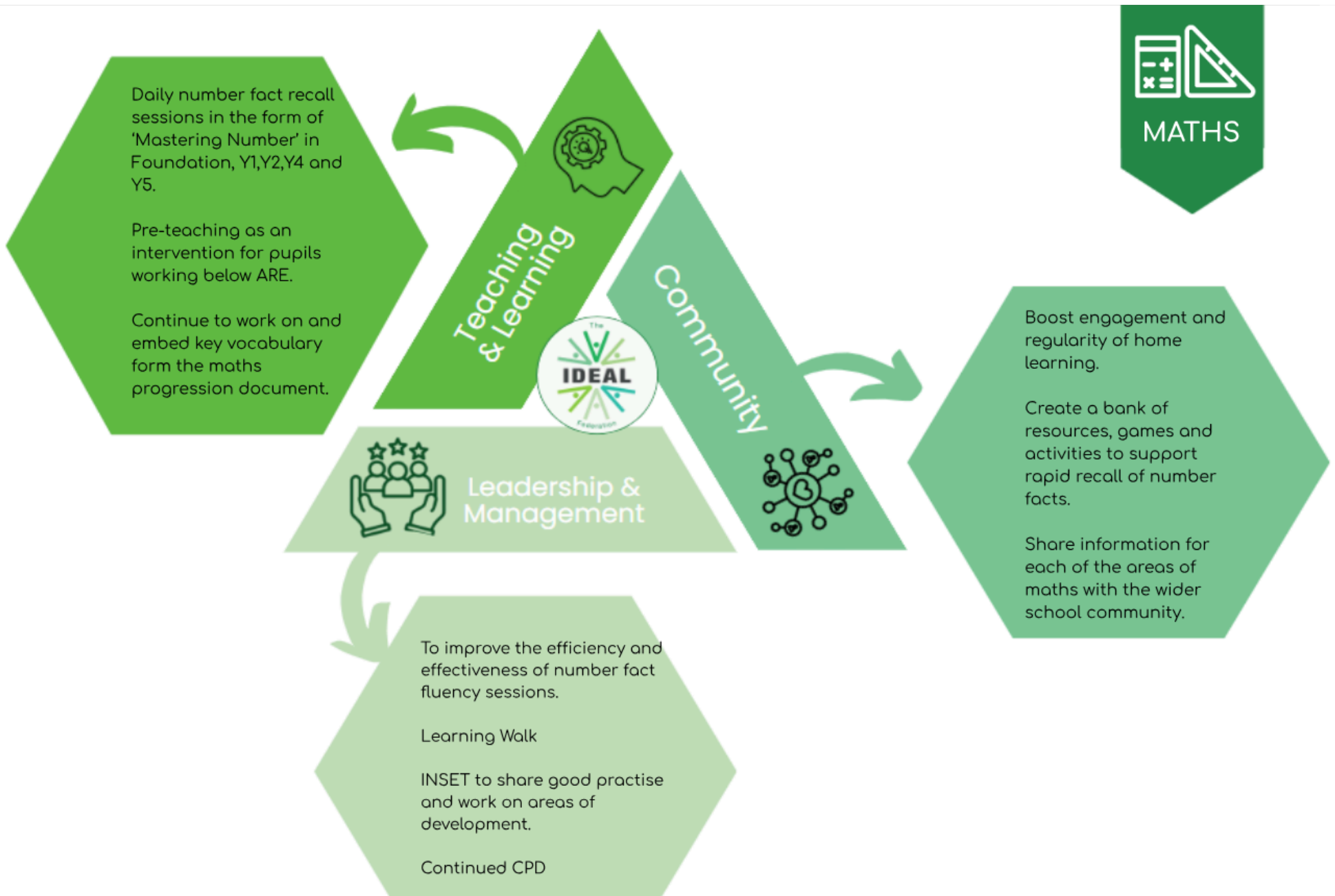
#### Where are we now?

- Teachers have access to an assessment tool that supports the identification of learning gaps for pivotal children within each year group. This resource is also effectively used as a rapid-recall activity to reinforce key number facts for pupils in Key Stage 1, as well as for children consolidating addition and subtraction facts within 20. Baseline assessments have been undertaken with a small cohort of pupils, and these could be implemented more widely to track and review progress at termly intervals.
- In addition to the daily mathematics lesson, pupils participate in a separate *Quick Maths* session, which provides targeted opportunities to develop fluency and strengthen number sense. The *Mastering Number* programme is delivered consistently in Early Years, Key Stage 1, and across Years 4 and 5, ensuring a sustained focus on core number skills.
- Outcomes from the Multiplication Tables Check (MTC) indicate continued improvement, with the cohort achieving an average mean score of 22.7 compared to 21.4 in the previous year. While the national average for this year has not yet been released, 29% of the cohort achieved full marks, which aligns with last year's national benchmark.
- Parental engagement in supporting number fact fluency at home is positive for some pupils, though not consistent across the cohort. Increasing opportunities to support and equip parents in this area remains a priority, to enable all pupils to develop confidence and enjoyment in mathematics.
- To strengthen home and independent learning, new online platforms, such as *Arithmagicians* and *Maths Shed*, have been trialled and subsequently subscribed to for all pupils. In addition, *TT Rock Stars* and *Numbots* are used regularly, with parents encouraged to make use of these resources to further embed number skills outside the classroom.

#### What will it look like by the end of 25-26?

- **Short-term (within one term):** Increased engagement and regular practice in number fact fluency across the school.
- **Medium-term (within two terms):** Students demonstrate faster recall of number facts in maths lessons and assessments.
- **Long-term (within the school year):** A significant improvement in maths achievement school-wide due to enhanced number fact fluency, with gaps closing for lower-achieving students.

## Maths action plan overview (Mr A Robinson/Miss C Tregaskes)



## Strategic Intent for Change three:

### Priority 3: (Curriculum)

By the end of the academic year, YFPS will strengthen pupils' long-term recall and application of key knowledge by embedding the 'sequence planning' principles of the IDEAL lesson across the curriculum, with some subjects refining practice, some embedding, and others developing approaches through new schemes.

*Budget*  
£18000

#### Where are we now?

- Retrieval practice is becoming embedded, supporting pupils to revisit and apply prior knowledge with increasing confidence.
- Dual coding is developing well, making abstract concepts more accessible, and vocabulary is increasingly clear and often supported by Wigits. However, some inconsistencies remain in the use of visuals and dual coding across subjects and year groups.
- Lesson slides are more sharply focused on key takeaways, with improved use of chunking, open questioning, and reduced cognitive overload. Where slides remain text-heavy or colour choices are unhelpful, these are being reviewed by subject leaders.
- Pupils are beginning to articulate their learning more confidently, reflecting growing independence.
- INSET on slide design has supported staff in reducing cognitive overload and ensuring slides communicate one clear message.
- A bank of retrieval activities has been developed and is now being adapted across subjects to support consistency.
- Key takeaways in history have been identified to strengthen progression in core knowledge.
- In KS2 history, teachers are beginning to use SOLO taxonomy, a framework that helps pupils progress from recalling simple facts to making connections and applying their understanding in new contexts. Retrieval tasks are now a regular feature to strengthen memory, while explicit links between topics are made and revisited to deepen understanding. Hexagonal thinking is also being used as both an assessment and discussion tool, supporting pupils to connect ideas and providing adaptable entry points for all learners.
- Having now explored the IDEAL lesson sequence, the next step is to ensure progression in its use is clearly mapped across year groups.
- There is a growing opportunity to refocus lessons on what we want children to think about, rather than simply the activity, while further improving accessibility for all pupils through consistent dual coding and vocabulary strategies.

#### What will it look like by the end of 25-26?

##### Subjects that have already explored IDEAL

- Teachers consistently use the 'connect' stage of the IDEAL lesson sequence.
- Progression mapping shows how 'connect' develops across year groups (e.g. Y3 vs Y6).
- Lesson materials use consistent dual coding and vocabulary, reducing cognitive load.
- Pupil voice shows children can recall prior knowledge and make links when new content is introduced.

##### Subjects with a new scheme / still in exploration phase

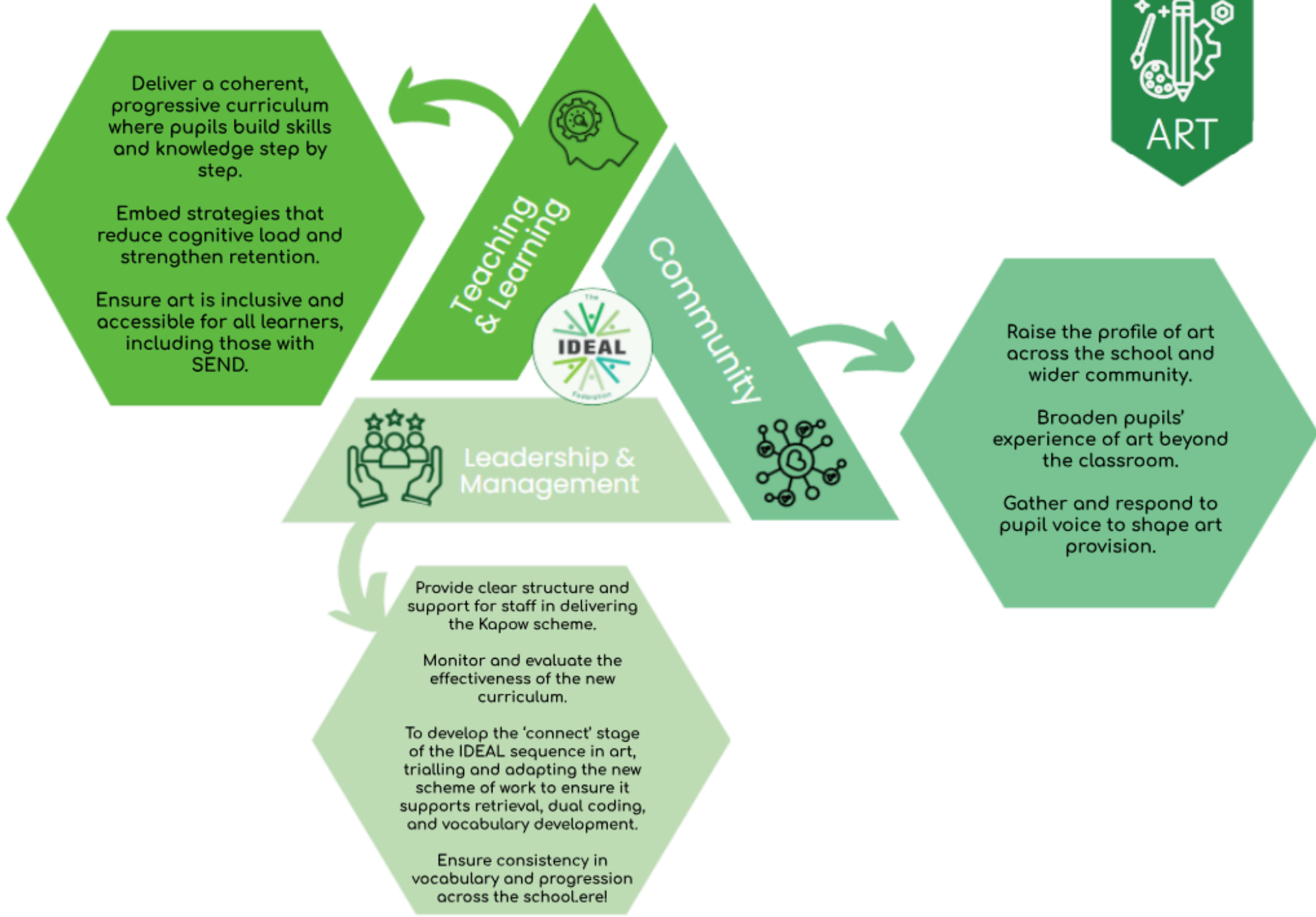
- Subject leaders have defined and trialled what the 'connect' stage looks like in their subject.
- New scheme resources are starting to be adapted to include retrieval opportunities, dual coding, and key vocabulary.
- Evidence of staff beginning to apply IDEAL elements in lessons, supported by subject leader guidance.
- Pupil voice shows children are starting to use retrieval and vocabulary prompts to support new learning.

##### Whole-School Impact

- IDEAL approaches are visible across all subjects, though at different stages (explore vs embed).
- Leaders can demonstrate a clear improvement journey: exploration/developing → embedding → refining.
- Pupils show improved retrieval, storage, and connection of knowledge across the curriculum.

## SUBJECT ACTIONS PLANS

SUBJECT	BUDGET Allocation	SUBJECT LEADER
Art	£300	V. Allen & J. Shaw
Computing	£2000	D. Baker
DT	£300	A. Whiteley
EYFS	£500	E. Forman-Jessop
Geography	£300	E. Forman-Jessop
History	£300	J. Powell
Latin	£300	S. Burns
Mental Health	£400	B. Alford & C. Tregaskes
Music	£2500	A. Robinson
PE	£5000	D. Baker
PSHE	£300	J. Shaw
RE	£300	J. Shaw
Science	£300	S. Phillips & B. Alford
SEND	£2500	V. Allen & C. Tregaskes



Deliver a coherent, progressive curriculum where pupils build skills and knowledge step by step.

Embed strategies that reduce cognitive load and strengthen retention.

Ensure art is inclusive and accessible for all learners, including those with SEND.

Teaching & Learning



Community



Leadership & Management



Raise the profile of art across the school and wider community.

Broaden pupils' experience of art beyond the classroom.

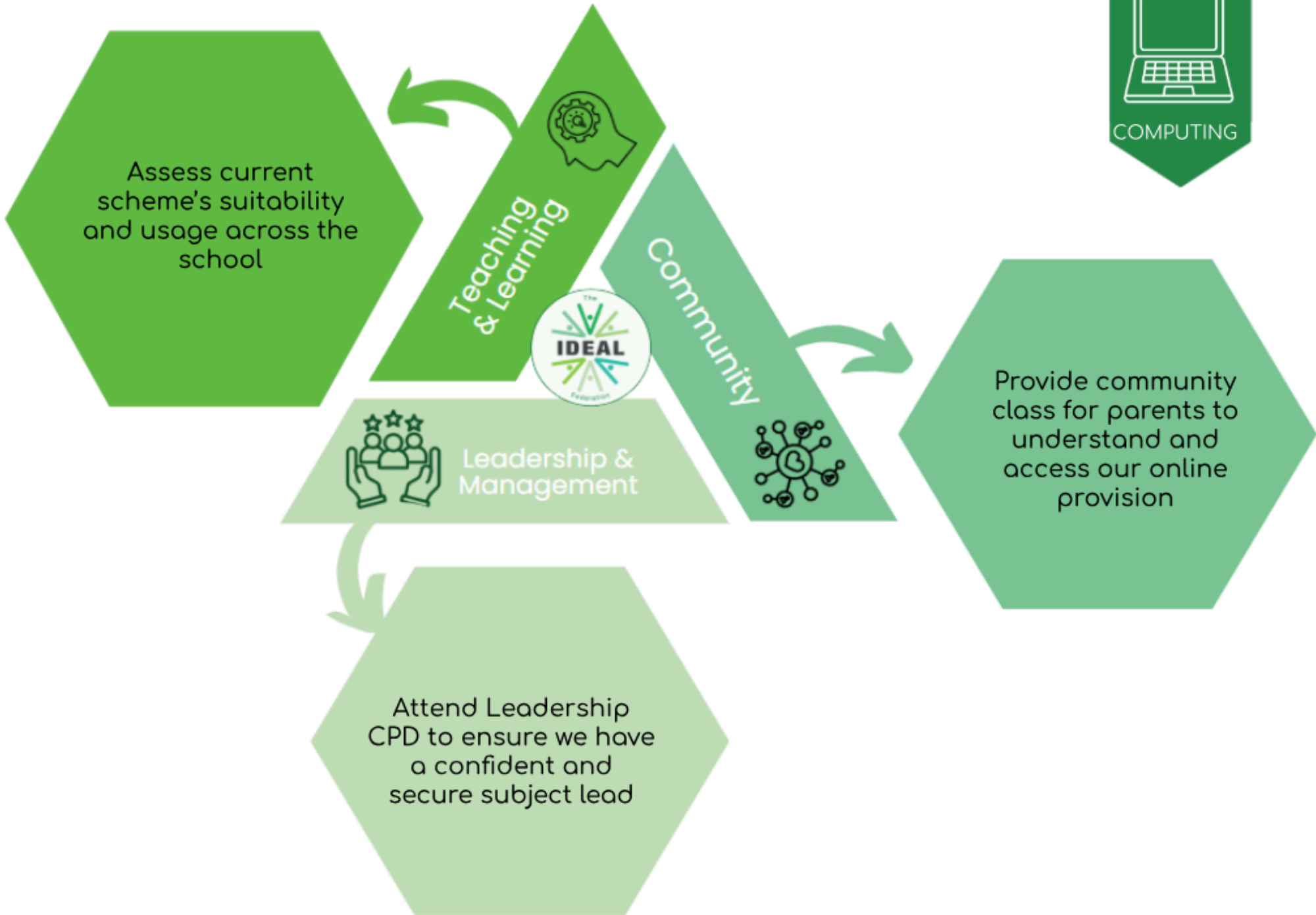
Gather and respond to pupil voice to shape art provision.

Provide clear structure and support for staff in delivering the Kapow scheme.

Monitor and evaluate the effectiveness of the new curriculum.

To develop the 'connect' stage of the IDEAL sequence in art, trialling and adapting the new scheme of work to ensure it supports retrieval, dual coding, and vocabulary development.

Ensure consistency in vocabulary and progression across the school.





DT

Begin to implement and embed the new DT scheme (Kapow).

Ensure there is clear progression of knowledge and skills throughout the school.

Develop the use of DT knowledge organisers within DT folders.

Teaching & Learning



Community

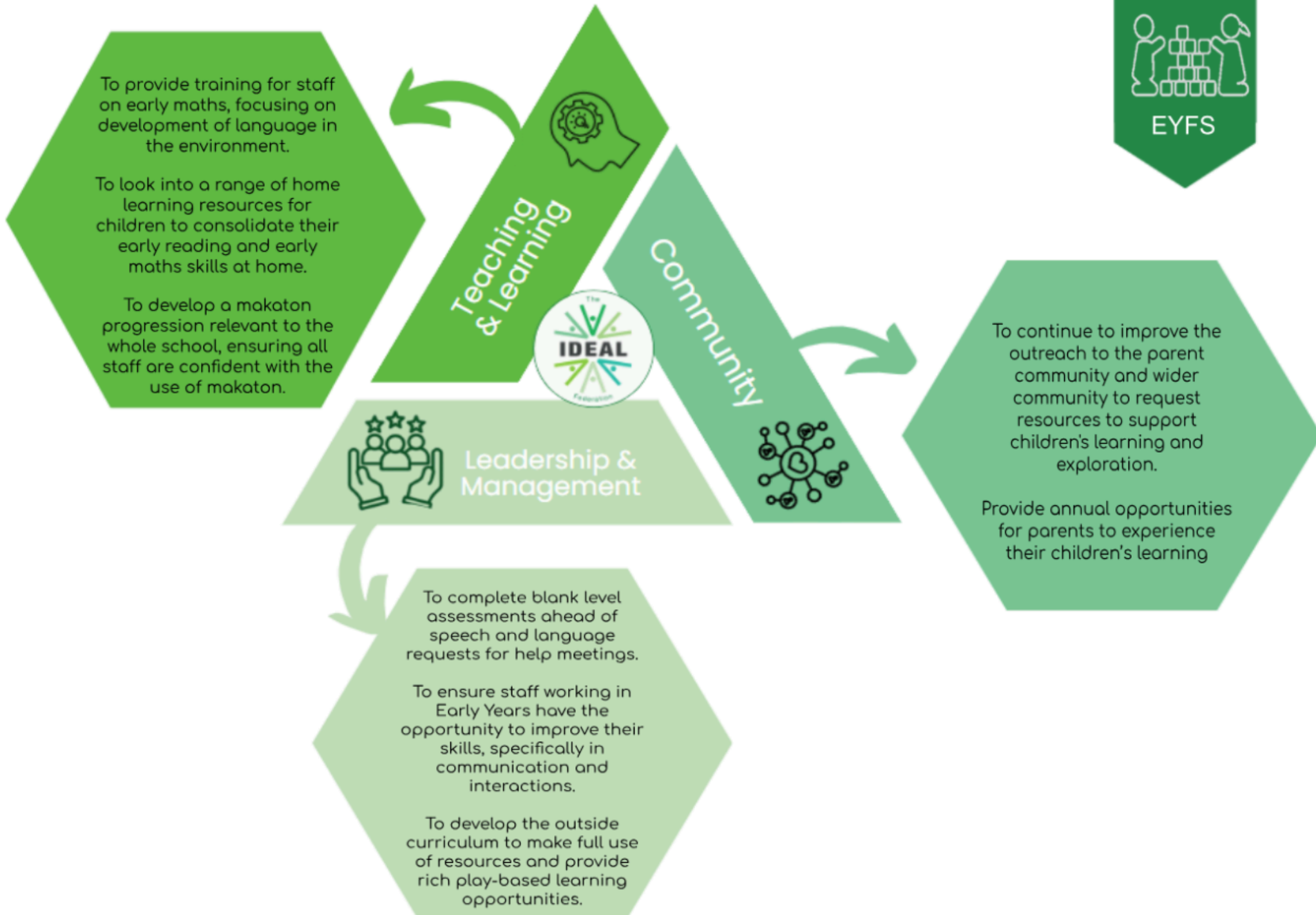
Leadership & Management

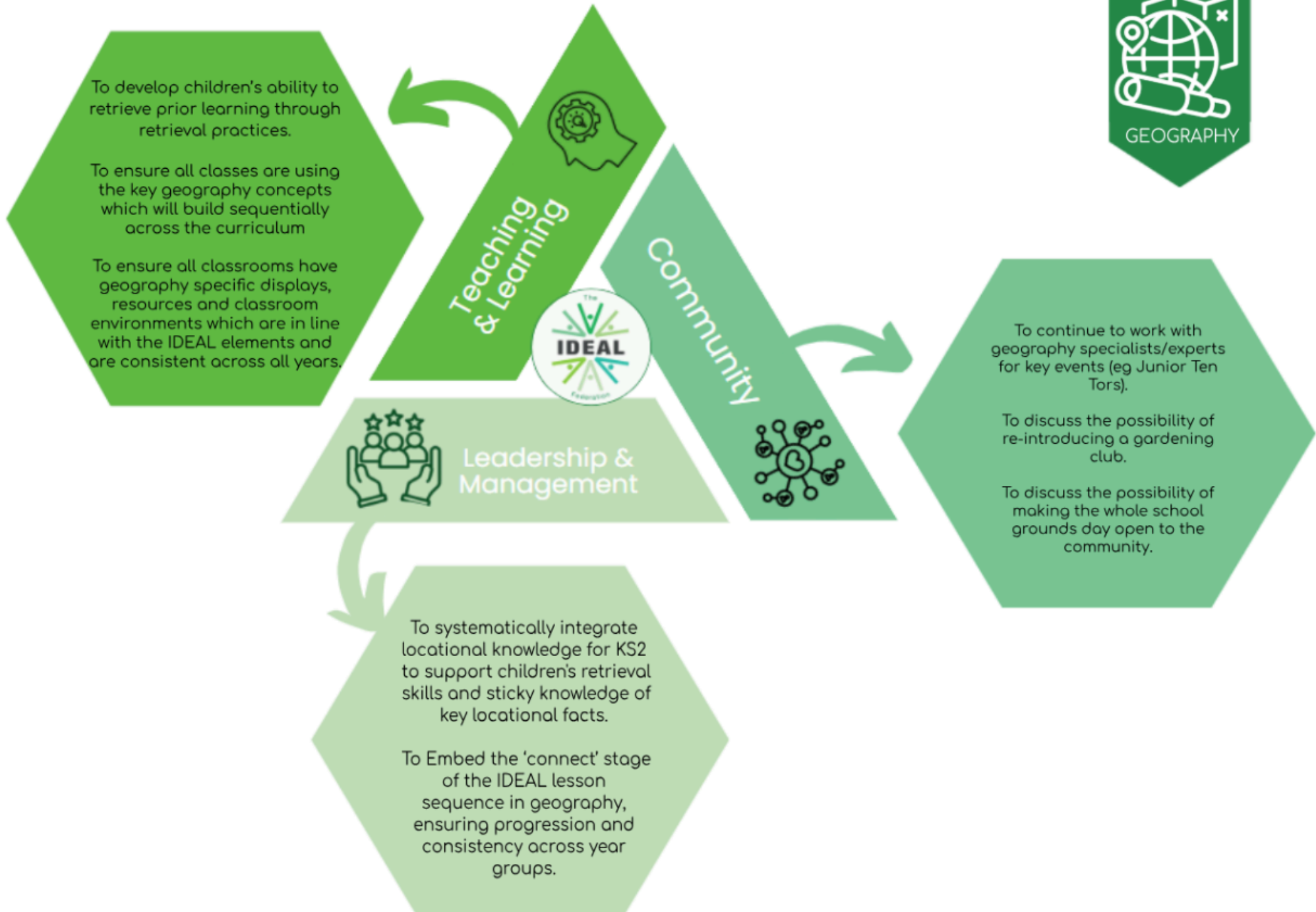
Share DT learning with families via Dojo to build engagement and pride.

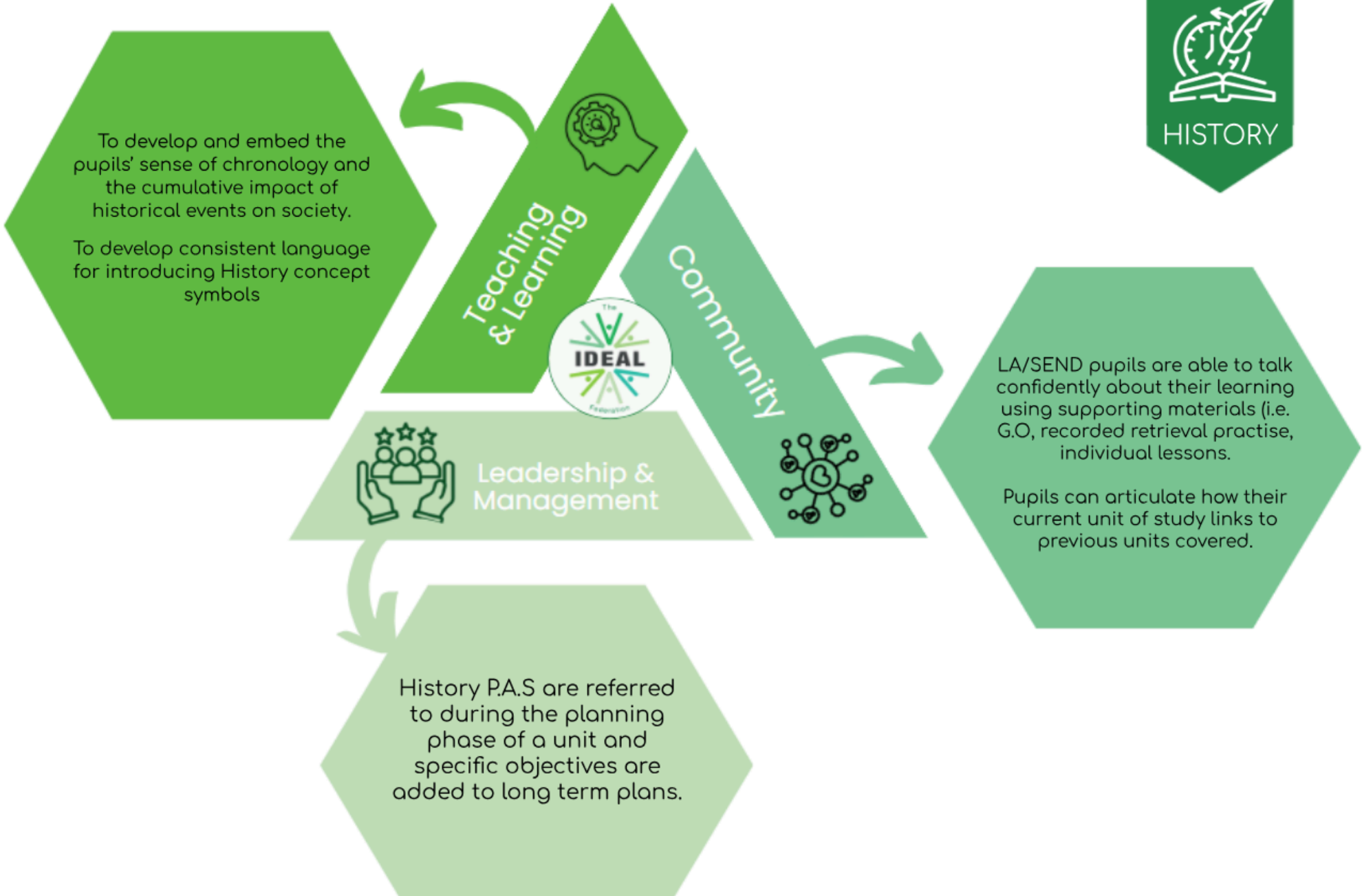
Strengthen real-world connections to inspire pupils- inviting STEM Ambassadors to provide real-life examples of industry careers.

Provide CPD and collaborative opportunities to ensure staff feel equipped to deliver the scheme effectively.

Track pupil progress across year groups to identify strengths and areas for improvement.









Enhance pupils' engagement with Latin.

Pupils to use the Latin language more naturally and recognise patterns between English and Latin.

Teaching & Learning



Community



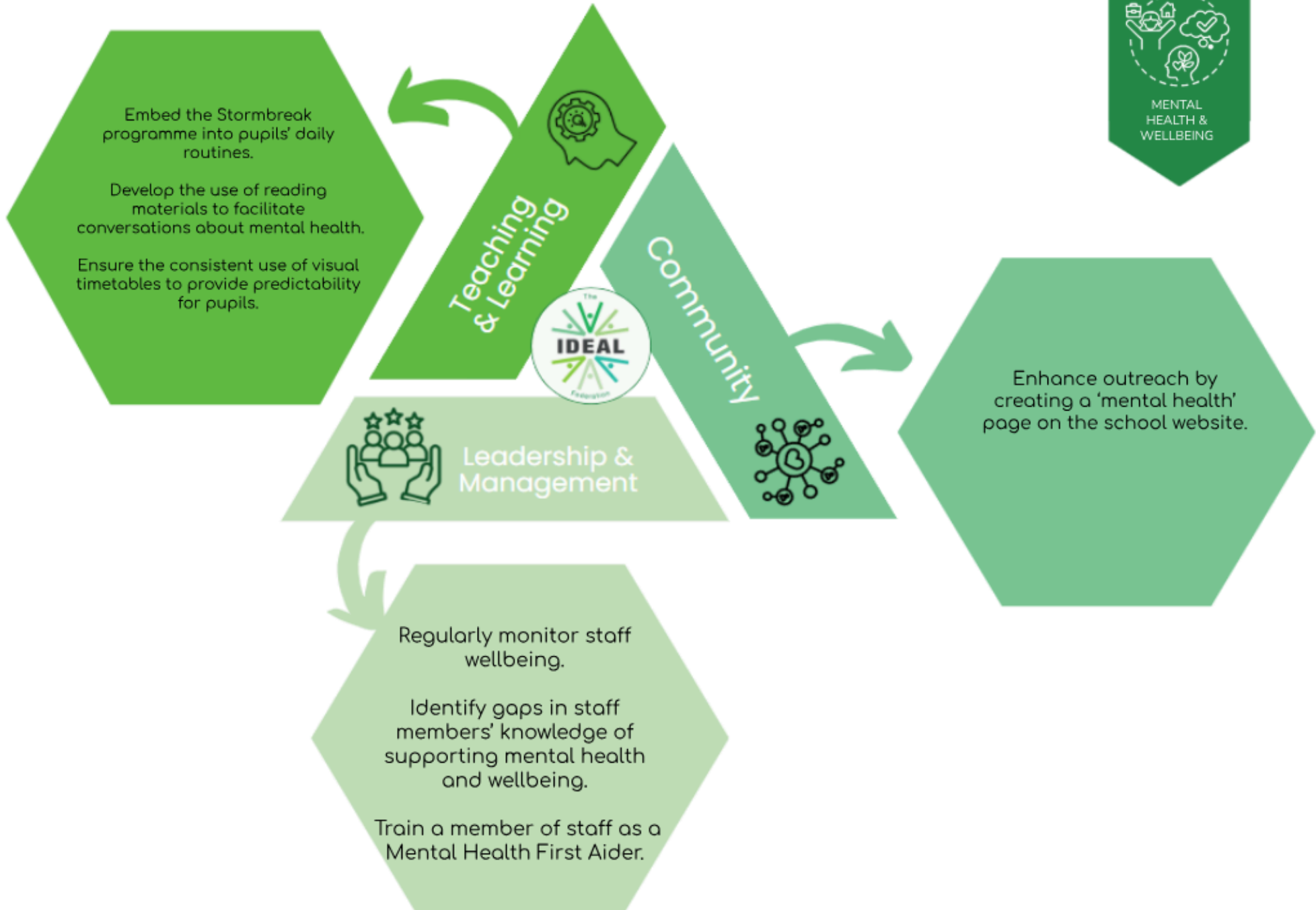
Leadership & Management

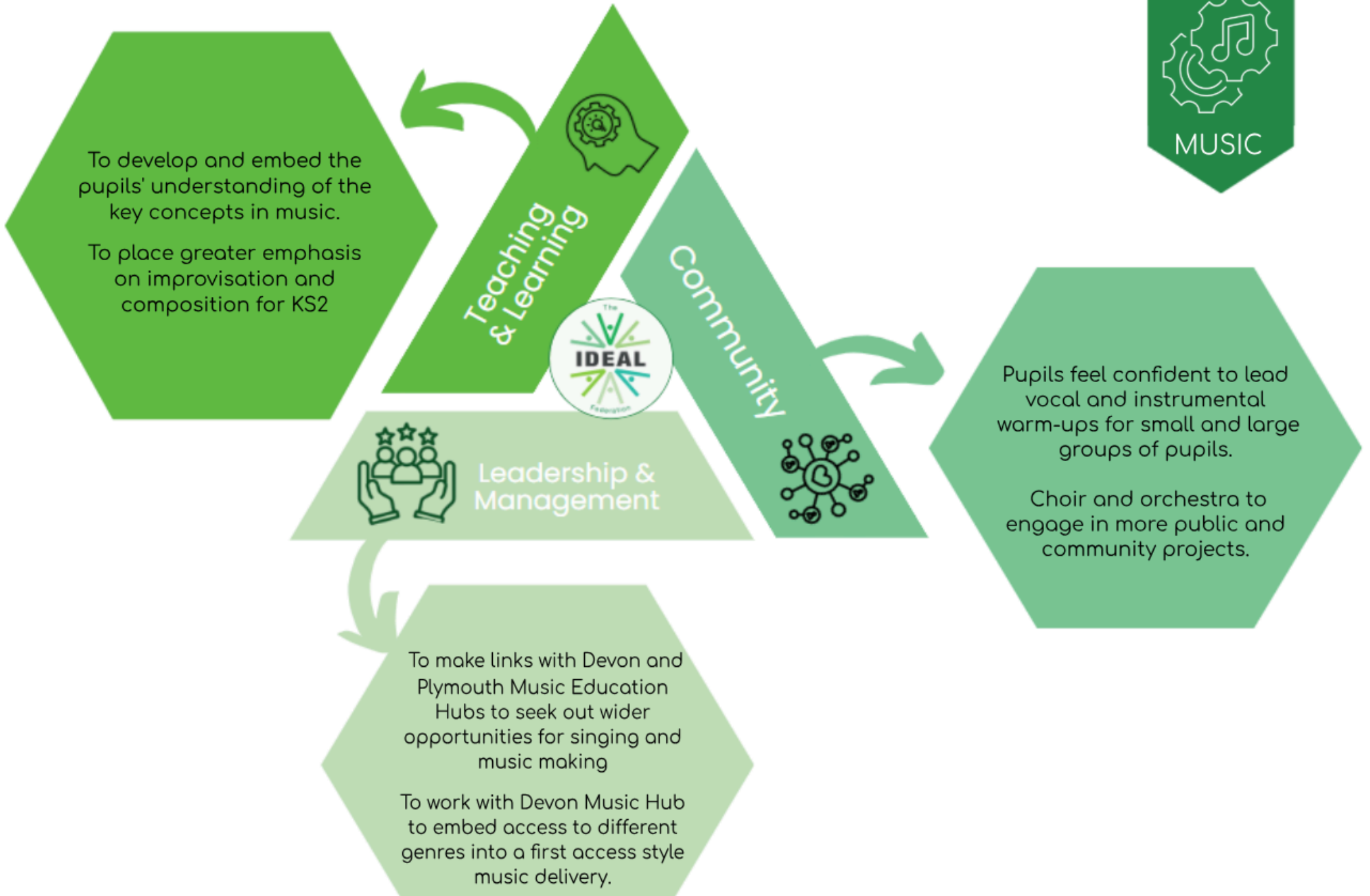


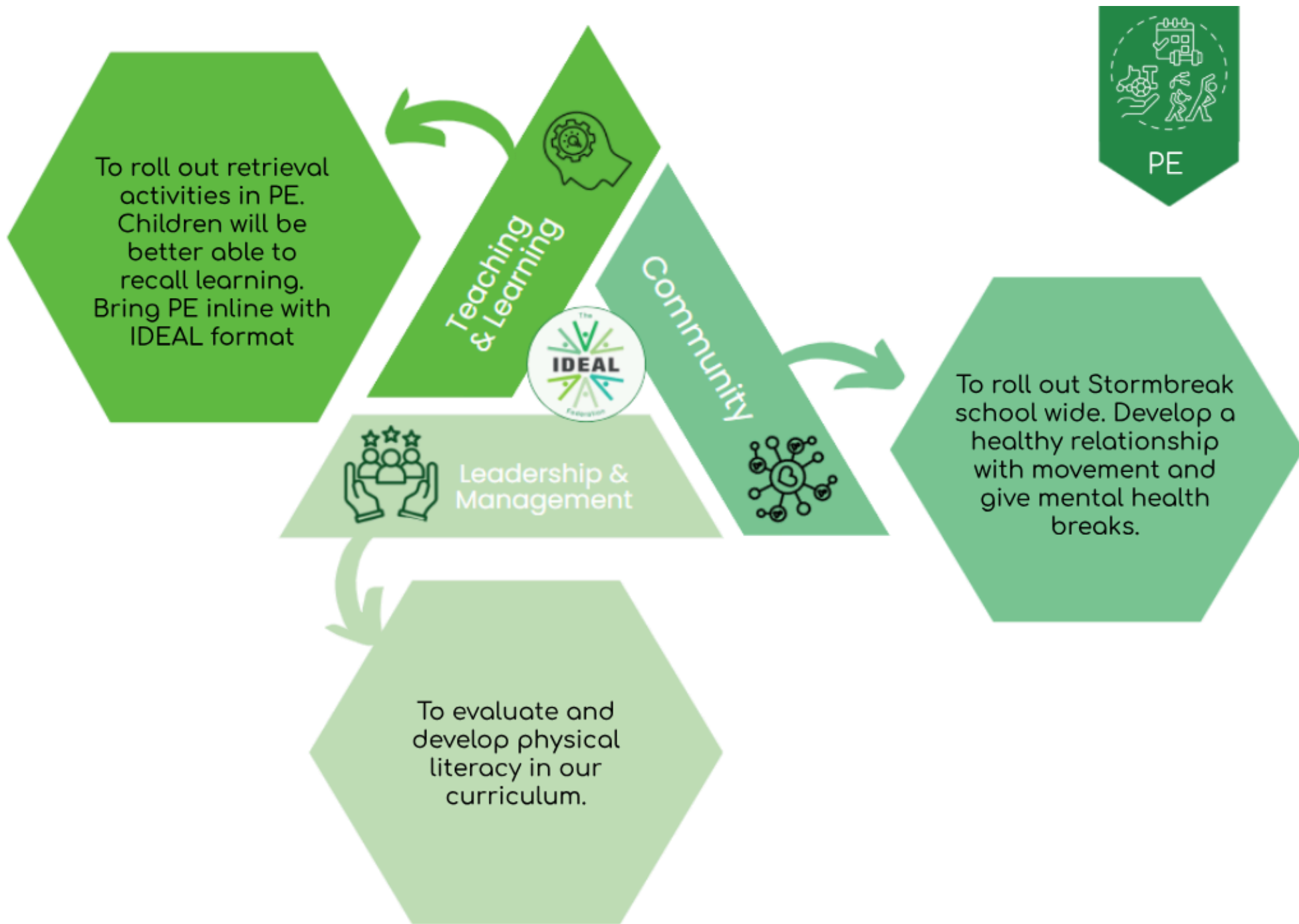
Improve teacher knowledge of Latin.

A document which identifies links between each subject in each year group where Latin links can be useful/used.

Increase families' awareness of Latin.









To ensure that all year groups receive high-quality, weekly PSHE lessons,  
To continue to develop and use opportunities for cross-curricular learning.

Teaching & Learning

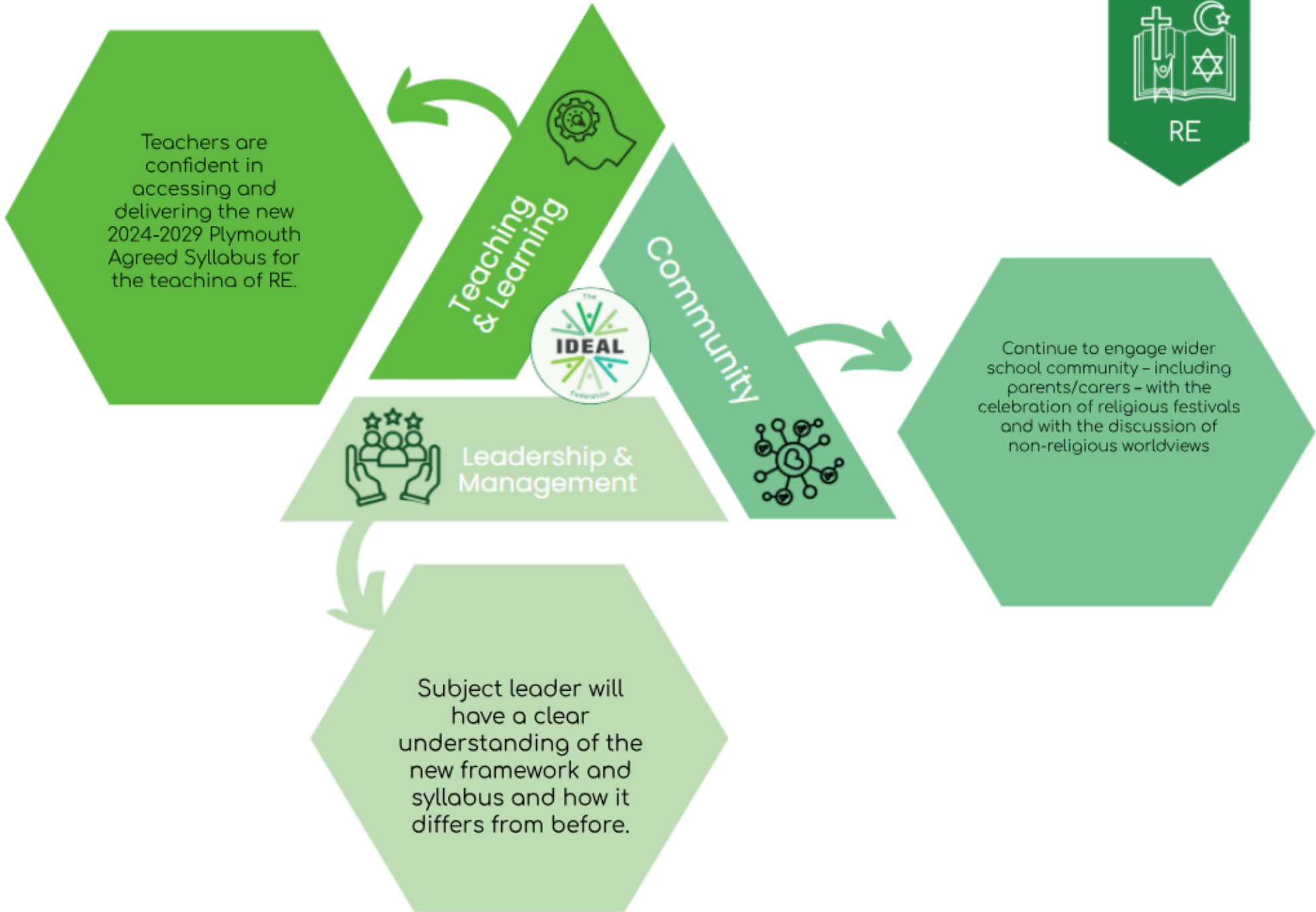


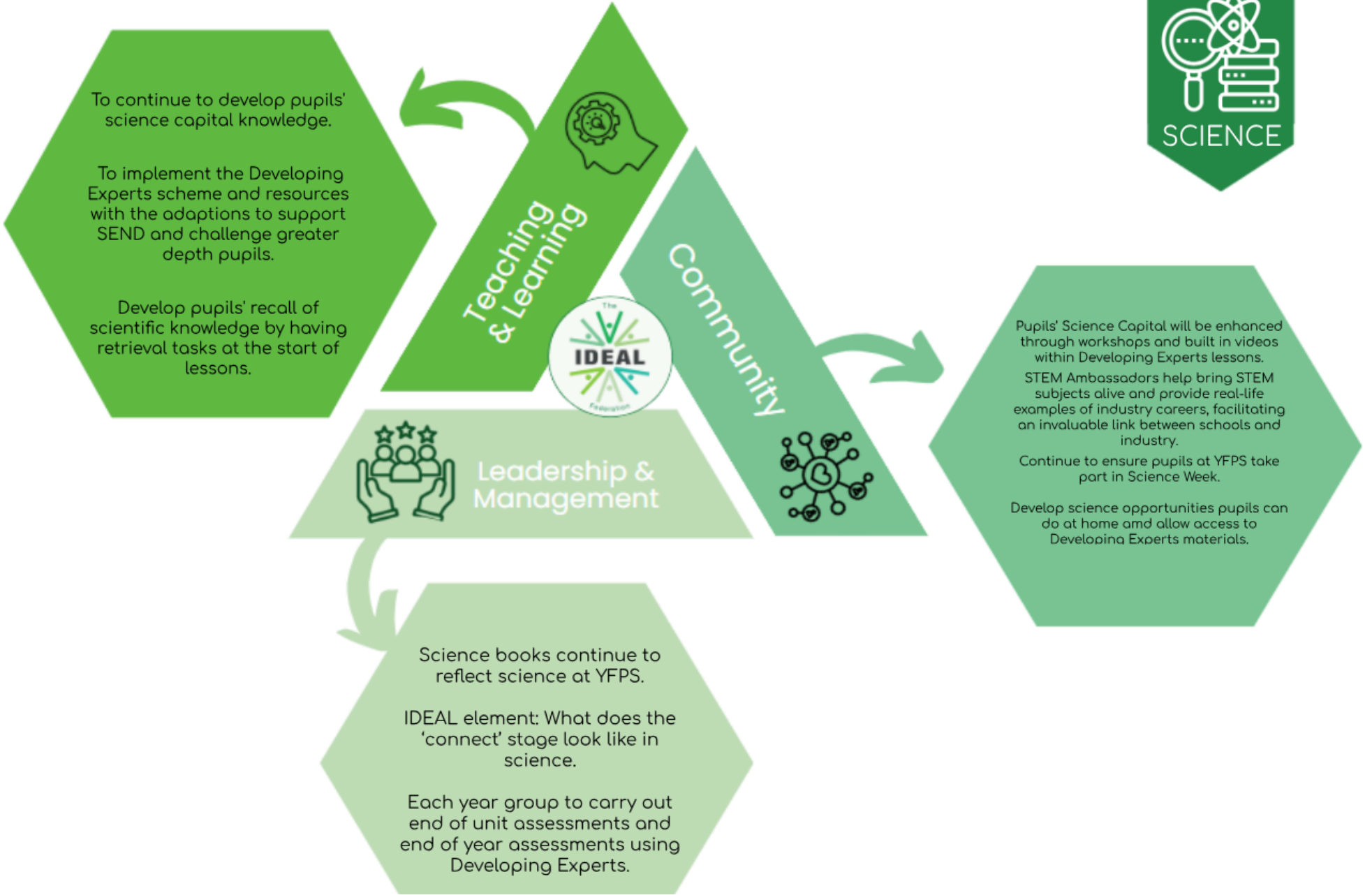
Community

To form links with external partnerships to deliver PSHE related initiatives.  
To continue to share PSHE learning and opportunities with our community.  
To promote the importance and support of wellbeing within our school community.

Leadership & Management

To seek opportunities for the existing and new subject leaders to continue to develop knowledge of the subject through CPD opportunities.  
To make opportunities for the subject lead/SLT to observe the teaching of small steps  
To continue to research, provide and disseminate resources that the staff can use to help them teach PSHE.





To continue to develop pupils' science capital knowledge.

To implement the Developing Experts scheme and resources with the adoptions to support SEND and challenge greater depth pupils.

Develop pupils' recall of scientific knowledge by having retrieval tasks at the start of lessons.

Teaching & Learning

Community

Leadership & Management



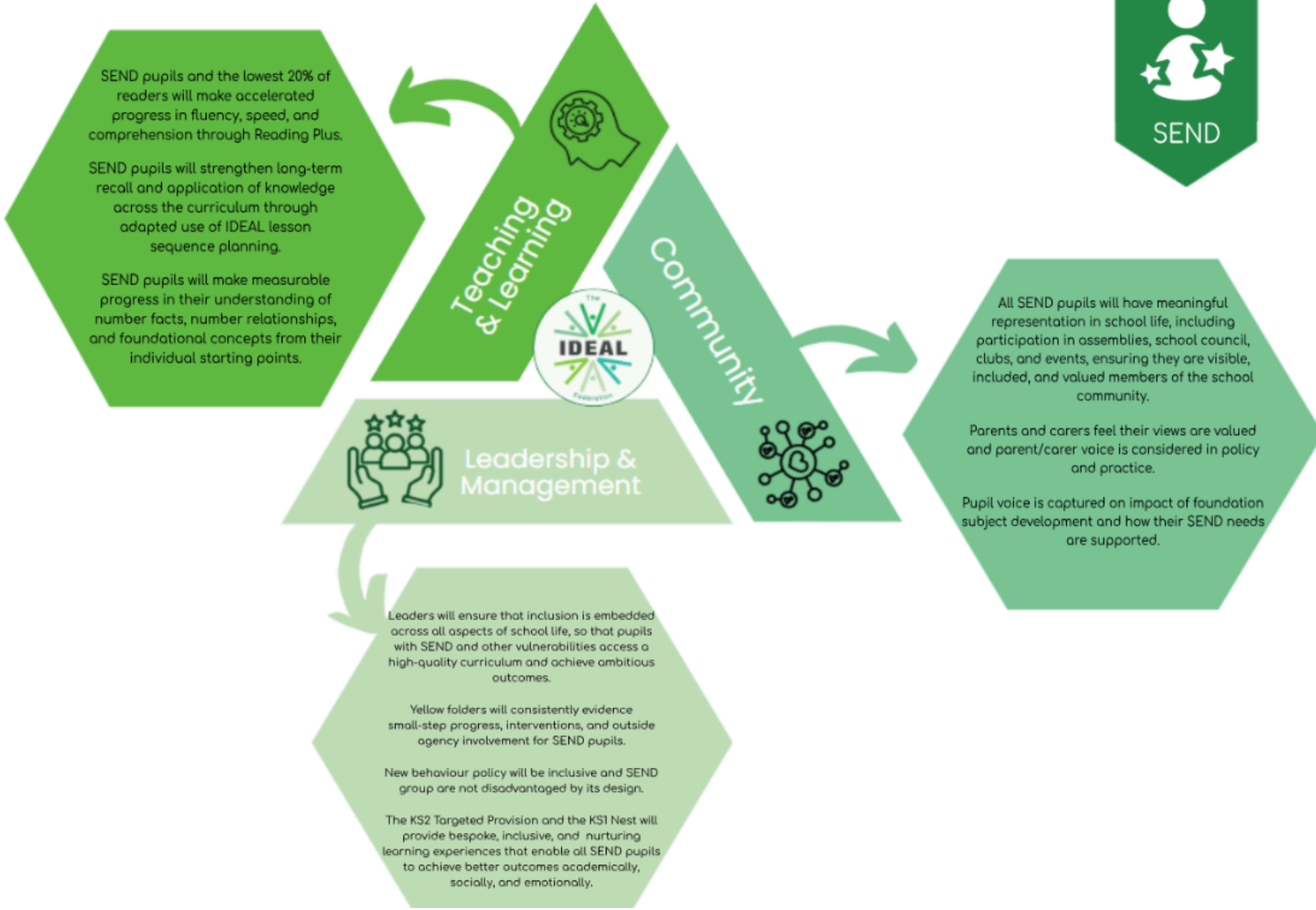
Pupils' Science Capital will be enhanced through workshops and built in videos within Developing Experts lessons. STEM Ambassadors help bring STEM subjects alive and provide real-life examples of industry careers, facilitating an invaluable link between schools and industry. Continue to ensure pupils at YFPS take part in Science Week.

Develop science opportunities pupils can do at home and allow access to Developing Experts materials.

Science books continue to reflect science at YFPS.

IDEAL element: What does the 'connect' stage look like in science.

Each year group to carry out end of unit assessments and end of year assessments using Developing Experts.



Appraisal Link to School Improvement Plan (Teaching Standards in Green)

<p><u>A. The effectiveness of leadership and management</u></p> <p>2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study</p> <p>3.1 Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p>	<p><u>B. The quality of teaching, learning and assessment</u></p> <p>1.1 Set high expectations which inspire, motivate and challenge pupils</p> <p>1.3 Demonstrate good subject and curriculum knowledge</p> <p>1.4 Plan and teach well-structured lessons</p> <p>1.5 Adapt teaching to respond to the strengths and needs of all pupils</p> <p>1.6 Make accurate and productive use of assessment</p>
<p><u>C. The personal development, behaviour and welfare of pupils</u></p> <p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <p>2. Personal and Professional Conduct</p>	<p><u>D. The overall effectiveness</u></p> <p>1.8 Fulfil wider professional responsibilities</p> <p>8.1 Make a positive contribution to the wider life and ethos of the school</p> <p>8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>8.3 Deploy staff effectively</p>

Governors Linked to Plan Phase Link Governors	
The effectiveness of leadership and management: DJ(CG), MA (CG), RO (CG)	The quality of teaching, learning and assessment: SCS (CG), EW (CG), RC (CG)
The personal development, behaviour and welfare of pupils: TB (SG), CE (PG), RC (CG)	
Foundation and KS1: CW (PG), EC (PG)	KS2: EW (CG), MD (PG)

We will be involved in the following awards or projects:

Award/project	Team Leader	Time Scale
EYFS Maths Jigsaw Project Trial (EEF)	Miss E Forman-Jessop/Miss C Tregaskes	One year - with White Rose
Y5 Rehearsal Room Project Trial (EEF)	Mr A Robinson	One year - with Royal Shakespeare