



**'Learning
for Life'**

Heatherside Junior – School Improvement Plan Context and Key Priorities 2026 to 2027

All pupils will experience a coherent, ambitious and inclusive curriculum that enables them to build successfully on prior learning.



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Key Improvement 1 Maths – To further improve attainment and progress in maths through the implementation of inclusive task design that develops reasoning, problem-solving and fluency, enabling all pupils to access challenging learning and achieve expected, or better, progress.

Context	Key improvement aspects
The school has already started to adapt approaches to task design (ie faded scaffold, intelligent practice, breakaway groups)	Teachers consistently use carefully designed tasks, enabling all pupils to access learning whilst providing appropriate challenge
Year 4 MTC outcomes show that the average score in 2026 was 20.9 (out of 25)	To improve pupils' rapid recall of facts up to 12×12 , enabling them to achieve or exceed national expectations in the MTC and apply multiplication fluency confidently in all areas of Maths
The school has had to reduce the number of LSAs working across classes in Years 4- 6 due to budget pressures.	Provide targeted support for SEND, disadvantaged and lower-attaining pupils whilst maintaining access to age-related expectations and challenge and promoting independence.

Key Improvement 2 English – 2a To ensure that all children have secured the foundational skills of writing across the curriculum so that all pupils develop accuracy in sentence punctuation, handwriting and spelling, leading to further fluency and confidence in their writing. Evidence in books will show improved outcomes, based on starting points and increased attainment at ARE+ across all year groups.

Context	Key improvement aspects
Attainment on entry into Year 3 for Writing continues to be significantly lower than for Reading and below 70%. Some children still do not consistently demonstrate the key components of writing (sentence structure, handwriting, spelling and punctuation) within their independent work.	Consistent application of non-negotiables for writing across all year groups. Reduction in basic transcription and secretarial errors (capital letters, punctuation, spelling, handwriting and sentence demarcation) leading to higher% of children demonstrating ARE by year end. Use assessment information to identify gaps and plan targeted interventions and changes to planning/teaching.

Key Improvement 2b Further develop a rich reading culture that promotes a wide range of high-quality and diverse texts which secures continued good outcomes for all children and also maximises effective use of the library.

Context	Key improvement aspects
Standards in reading are high and reading continues to be prioritised. Staffing changes will lead to a review of how the Library can be used most effectively. Some Guided Reading units will be changed to take account of the increased use of linked texts/extracts within the Writing curriculum.	To continue to promote a lifelong love of reading by ensuring effective use of the school library, where staff and children take an active role in leading and promoting reading across the school.

Key Improvement 3 – To embed and further develop the Science and Foundation curriculum so that all children, including those with SEND/disadvantaged securely build upon prior learning and acquire and retain new key knowledge and skills. This will include the successful implementation of the new RSHE curriculum.

Context	Key improvement aspects
National changes to RSE curriculum come into effect from September 2026. There have been considerable changes to units taught across the curriculum and school will build on this further, including using effective retrieval strategies and adaptations for children of differing needs and abilities.	To continue to develop adaptive teaching strategies that provide appropriate level of support and challenge for all learners. Ensure requirements of new RSE curriculum are in place and curriculum content is amended and taught accordingly.

Key Improvement 4 – Further develop the culture of inclusion and of leadership accountability in which all staff rigorously monitor and champion the achievement, attendance, safeguarding and personal development of all pupil groups, ensuring every child thrives and achieves their full potential.

Context	Key improvement aspects
Government requirement for schools to have an Inclusion Strategy from Aut 2026. Other statutory changes (e.g. Allergy awareness) come into effect. School continuing to face deficit budget position in 27/28. Opportunity to further develop leadership roles through partner working, including strategic monitoring of standards and progress. Ofsted update Sept 26.	To develop school's Inclusion Strategy, identify and action any areas for development. To ensure all statutory training is completed and impacts on daily practice/procedures, including safeguarding. To make maximum use of the school's expertise and resources, inc leadership time; focussing on the strategic drive for improvement & quality provision for all pupils. (To help inform any future budget decisions)