

BRUCE GROVE PRIMARY

SCHOOL IMPROVEMENT PLAN SUMMARY 2025-2026

	OFSTED IMPROVEMENT PRIORITIES	ACTIONS TAKEN
OFSTED Grading: Good with outstanding EYFS (March 2024)	- The school should ensure the implementation of the curriculum in a few subjects is checked so that pupils secure the depth of knowledge and understanding they should; - and any necessary support or professional development can be provided.	- A new curriculum for art and design has been launched with staff. - Re-organisation of teaching and learning responsibilities has taken place which aligns with curriculum priorities. - Year 1 cycle of WALKTHRU's has been implemented and will continue - A robust cycle of monitoring has been put in place.
	IMPROVEMENT PRIORITY	SUCCESS CRITERIA
INCLUSION	Robust systems are in place to track the achievement of pupils with SEND or other barriers which enable suitable support to be put in place or adjusted.	- EHCP and SEN Support pupils show expected or better-than-expected progress in core subjects (reading, writing, maths). - The attainment gap has been diminished and achievement is closer to national figures
CURRICULUM AND TEACHING	- To improve teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. <i>Ofsted Priority</i> - To ensure that all pupils have a solid foundation in communication and language, reading, spelling and handwriting and mathematics	- Pupils build their knowledge and skills overtime, develop interconnectedness between learning material and improve their recall of past learning. - There is clear evidence of progress and coverage in all curriculum areas.

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ACHIEVEMENT	To Improve writing composition outcomes across the school.	The proportion of pupils making and exceeding the expected standard is closer to or at national figures.
ATTENDANCE AND BEHAVIOUR	To maintain focus on reducing persistent absence.	Attendance is at or above national figures. Gap between the school and the national figures for persistent absence closes
PERSONAL DEVELOPMENT AND WELLBEING	To ensure robust systems are in place that track pupil participation in the personal development programme and additional support for those that need it.	- Children feel empowered through having an active role in school and the wider community. - All children to have access to enrichment opportunities including extra-curricular activities
EARLY YEARS PROVISION	- To enhance experiences that contribute to developing communication, language and literacy skills whilst expanding their understanding of the world around them. - Pupils are able to develop appropriate self-care skills Parents are supported in developing their child's independence	- The children are very well prepared for the next stage of learning - Pupils are able to use the toilet independently in N and R Reduced number of children in nappies. Children access the curriculum and environment confidently.
LEADERSHIP and MANAGEMENT	To embed the professional learning that strengthens teacher expertise and practice and improves pupil outcomes.	- Demonstrable improvements in practice and pupil outcomes - Staff take responsibility for their own learning and are keen to continuously improve