

### Girton Glebe School Improvement Plan (SIP) 2025/26

**Staff are empowered to ensure all pupils and cohorts are supported and challenged across the whole curriculum to further knowledge and fluency.**

Focus	Actions	Monitoring	Impact
<b>Writing</b>	<b>Outcomes:</b> Raise standards in writing so attainment closer aligns with reading and internal target setting, from EYFS through to end of key stage 2.	Half-termly CPD focussed on writing books  Senior Leadership Team (SLT) line management meetings;  Subject leaders' implementation and impact audits, including wider Trust support from subject specialists;  SLT have access to each ClassDojo and Tapestry;	Secure, consistent assessment of writing across the school; Y6 portfolios reflect full curriculum range and readiness for Y6 SATS Teacher Assessment. >70% combined RWM expected or greater  Improved coverage, clarity, and sequencing in writing curriculum with quality outcomes linked to purposeful genres and authentic, enriched writing curriculum.  Staff confidence in writing assessment and pedagogy improves; pupils supported to meet end-of-year expectations.
	<b>Curriculum and Policy:</b> Full review of literacy curriculum to ensure consistency of high-quality resources and practice. Quality assured through revised policy.		
	<b>Moderation and CPD:</b> Develop a robust culture and practice around moderation; both internally and externally. Supported by a strong CPD programme for writing.		
<b>EYFS and Phonics</b>	<b>Oracy and Writing:</b> Strengthen oral language as the foundation for early writing, ensuring children rehearse, express, and record their ideas through rich talk, storytelling, and purposeful mark-making embedded in continuous provision.	Pupil progress meetings;  Learning walks;  Appraisals;  Writing book checks in SLT meetings  Link Governor visits and Governor meetings;  Trust leaders' visits;  Student, staff and parent voice.	Improved early writing fluency and motivation. Reception GLD for writing increases towards national target of 75% by 2028.  Strong phonics outcomes (90% pass) and smooth transition into Y1; Phonics teaching strengthened and intervention rapid for those not meeting threshold.
	<b>Outcomes and Leadership:</b> Ensure consistent, high-quality phonics teaching through the ELS programme, with strong leadership oversight that drives early identification, targeted support, seamless transition into Year 1 and outstanding phonics screening outcomes.		