

## 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>	<p><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.</p> <p><b>Curriculum and Policy:</b> Full review of literacy curriculum to ensure consistency of high-quality resources and practice. Quality assured through revised policy.</p> <p><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.</p>	<p>Half-termly CPD focussed on writing books</p> <p>Senior Leadership Team (SLT) line management meetings;</p> <p>Subject leaders' implementation and impact audits, including wider Trust support from subject specialists;</p> <p>SLT have access to each ClassDojo and Tapestry;</p>	<p>Secure, consistent assessment of writing across the school; Y6 portfolios reflect full curriculum range and readiness for Y6 SATS Teacher Assessment. &gt;70% combined RWM expected or greater</p> <p>Improved coverage, clarity, and sequencing in writing curriculum with quality outcomes linked to purposeful genres and authentic, enriched writing curriculum.</p> <p>Staff confidence in writing assessment and pedagogy improves; pupils supported to meet end-of-year expectations.</p>
<b>EYFS and Phonics</b>	<p><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.</p> <p><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.</p>	<p>Pupil progress meetings;</p> <p>Learning walks;</p> <p>Appraisals;</p> <p>Writing book checks in SLT meetings</p> <p>Link Governor visits and Governor meetings;</p> <p>Trust leaders' visits;</p> <p>Student, staff and parent voice.</p>	<p>Improved early writing fluency and motivation. Reception GLD for writing increases towards national target of 75% by 2028.</p> <p>Strong phonics outcomes (90% pass) and smooth transition into Y1; Phonics teaching strengthened and intervention rapid for those not meeting threshold.</p>