



Girton Glebe School Improvement Plan (SIP) 2026/27

To be an exceptional primary school where every child flourishes academically, develops character, confidence and curiosity, and makes a positive contribution to the world around them. Through inspirational teaching, a rich and ambitious curriculum, and strong partnerships with families and the wider community, we will nurture lifelong learners, broaden opportunities, and empower every child to achieve their full potential.

Focus	Actions	Monitoring	Impact
Writing	Outcomes: Raise standards in writing so attainment more closely aligns with reading outcomes and internal targets, with an increased proportion of pupils achieving the expected standard by the end of Key Stage 2.	Pupil Progress Meetings; Half-termly CPD focused on writing, maths and EYFS practice;	>80% of pupils achieve the expected standard in writing by the end of KS2, with attainment increasingly aligned to reading outcomes and a growing proportion of pupils working at greater depth.
	Curriculum and Practice: Refine the writing curriculum to ensure clear progression in transcription, composition and vocabulary from EYFS to Year 6, supported by consistent implementation of high-quality texts, modelling and purposeful writing opportunities.	SLT line management meetings; Subject leaders' implementation, monitoring and impact audits, including wider Trust support from subject specialists;	All year groups demonstrate clear and secure progression in vocabulary, composition and transcription, reflecting the full ambition of the writing curriculum from EYFS to Year 6.
	Moderation and CPD: Continue to embed a robust culture of internal and external moderation, ensuring accurate assessment and shared expectations of writing standards through a focused programme of evidence-informed professional development.	Book looks; Moderation activities, both internal and external, including Trust-wide standardisation; SLT access to all ClassDojo classes to monitor engagement, communication and curriculum implementation;	All pupils identified for support, including SEND and PP, receive timely intervention, with assessment data demonstrating accelerated progress towards FFT5-aligned aspirational targets. Every learning walk, book look and implementation audit confirm that high-quality texts, expert modelling and purposeful writing opportunities are embedded consistently across the curriculum.
	Communication and Language: Every EYFS session has ambitious, language-rich practice across all areas of provision, ensuring exceptional communication development through high-quality adult modelling, meaningful interactions and purposeful opportunities for talk that inspire, challenge and accelerate learning for every child.	Learning walks focused on agreed SIP priorities; Appraisal reviews linked to school improvement priorities;	>80% GLD and an increased proportion of children exceeding age-related expectations in Communication and Language, reflecting the impact of highly ambitious, language-rich provision and consistently strong outcomes across the Reception curriculum.

EYFS	Early Literacy: Build on strong phonics foundations by embedding ambitious early reading and writing opportunities throughout continuous provision, empowering children to become confident, articulate and independent communicators with a rich and expanding vocabulary.	Analysis of attainment, progress and assessment data each assessment point;	>90% of children demonstrate strong school readiness by the end of Reception, transitioning to Key Stage 1 as confident, articulate and independent learners with well-developed communication, self-regulation and early literacy skills. 100% of children, including disadvantaged pupils and those with SEND, make strong progress from their starting points, supported by exceptional teaching, precise assessment and consistently high-quality provision that enables every child to thrive.
	School Readiness and Provision: Enhance excellence in Reception through highly effective teaching, carefully designed provision, precise assessment and targeted support, ensuring every child makes strong progress and transitions into Key Stage 1 as a confident, resilient and successful learner.	Monitoring of intervention programmes and impact on targeted pupils; Phonics, reading fluency and multiplication tables assessments reviewed termly; EYFS provision reviews and environment audits; Link Governor visits and LGB meetings;	
Maths	Fluency and Recall: Ensure sustained excellence in mathematics through consistently high-quality approaches to fluency, number fact recall and multiplication tables, empowering every pupil to develop confidence, accuracy and resilience in calculation across the school.	Trust leaders' monitoring visits and quality assurance reviews; Pupil, staff and parent voice activities; External moderation and peer review through Trust and local partnerships;	>80% of pupils achieve age-related expectations in mathematics across all year groups, with pupils demonstrating increasing confidence, resilience and accuracy in calculation, reasoning and problem-solving, evidenced through assessment outcomes, pupil voice and work scrutiny. >45% of pupils achieve full marks in the Multiplication Tables Check, reflecting a culture of mathematical fluency where rapid recall of number facts and multiplication knowledge underpin confidence, accuracy and success in calculation across the school. All pupils identified for support, including SEND and PP, receive timely intervention, with assessment data demonstrating accelerated progress towards FFT5-aligned aspirational targets.
	Teaching and Curriculum: Mathematics is continued to be taught through a coherent mastery curriculum, with clear progression, purposeful use of representations and consistently high expectations for reasoning and problem-solving, enabling every pupil to think deeply, achieve highly and succeed.	Action plans for each SLT responsibility area incl. SEND;	
	Assessment and Intervention: Accelerate mathematical achievement through the rigorous use of assessment to identify and address gaps in understanding swiftly, enabling timely intervention and precise support that empowers more pupils to meet and exceed age-related expectations by the end of Key Stage 2.		

Actions	Responsible (actioned by)
Outcomes: Raise standards in writing so attainment more closely aligns with reading outcomes and internal targets, with an increased proportion of pupils achieving the expected standard by the end of Key Stage 2.	- MGP and MW to lead implementation and monitoring of Writing coverage and progression across all year groups (Sep 26) - MGP to deliver termly writing-focused CPD linked to identified areas from book scrutiny and assessment analysis (Oct 26 / Jan 27 / Apr 27) - CB and MGP to conduct half-termly writing progress reviews and evaluate attainment against internal milestones (Oct 26) - CB to oversee pupil progress meetings with writing attainment and vulnerable groups as a standing agenda item (Oct 26) - MGP and MW to develop exemplification materials to support consistent teacher expectations in writing (Dec 26) - LF and MGP to review progress of SEND and disadvantaged pupils in writing and coordinate targeted interventions (Nov 26 / Mar 27 / Jun 27) - CB / RA to review KS2 attainment forecasts and implement additional support where required (Jan 26 / Apr 26 / Jun 26)
Curriculum and Practice: Refine the writing curriculum to ensure clear progression in transcription, composition and vocabulary from EYFS to Year 6, supported by consistent implementation of high-quality texts, modelling and purposeful writing opportunities.	- MGP to review progression documents and curriculum coverage from EYFS to Year 6 (Oct 25) - CB and MGP alongside Trust Leads to undertake curriculum review and policy refresh, informed by monitoring findings (Jan 27) - MGP to audit text choices and writing opportunities in every year group to ensure challenge and progression (Nov 26) - MGP to develop a whole-school vocabulary progression linked to writing expectations (Feb 26) - School SLT and Trust Leads to monitor implementation through learning walks, planning reviews and book scrutiny (termly) - CB to quality assure curriculum implementation through SLT monitoring cycle (termly)
Moderation and CPD: Develop a robust culture of internal and external moderation, ensuring accurate assessment and shared expectations of writing standards through a focused programme of evidence-informed professional development.	- CB to establish half-termly internal moderation cycle aligned with Trust assessment points (Nov 26) - MGP to facilitate year-group moderation meetings following each assessment window (Dec 26 / Mar 27 / Jul 27) - CB to strengthen moderation partnerships through Trust and local school networks (Jan 26) - MGP and CB to lead half-termly CPD focused on assessment, moderation and effective writing pedagogy (Oct 26) - MGP to create a moderation evidence portfolio for each key stage to support assessment accuracy (Feb 27) - Class teachers to maintain moderation records and assessment notes on Insight (ongoing) - MGP create writing progression mapped out for all year groups (including VGP, transcription and composition) (Dec 26)
Communication and Language: Strengthen communication and language as the foundation for learning, ensuring rich interactions, high-quality adult modelling and purposeful opportunities for talk across all areas of provision.	- RR to undertake an audit of communication and language provision across EYFS and KS1 (Oct 26) - CB to renew external EYFS advisory support and secure relevant CPD opportunities (Sep 26) - RR/ MGP to introduce agreed oracy approaches and monitor implementation through weekly learning walks (Oct 26) - RR/ MGP to provide staff training on high-quality questioning, vocabulary development and talk routines (Nov 26 / Mar 27 / Jun 27)) - LF and RR to identify pupils requiring speech, language and communication support and coordinate interventions (Oct 26) - CB to review impact through termly EYFS leadership meetings and external adviser visits (termly)
Early Literacy: Build on strong phonics outcomes by further embedding early reading and writing opportunities within continuous provision, enabling children to develop confidence, vocabulary and independence as communicators.	- MGP / EN to review and enhance continuous provision opportunities for reading and writing across EYFS (Oct 26) - MGP to monitor fidelity of ELS implementation and intervention provision (half-termly) - MGP / MW to facilitate EYFS and KS1 moderation of early writing outcomes (termly) - RR / LF to ensure TA deployment supports identified pupils and targeted literacy interventions (Sep 26) - RR to track phonics and early writing progress and report findings to SLT (each assessment point) - CB / RR / MGP to engage with English Hub support and implement identified actions (Jun 26)

School Readiness and Provision: Enhance the quality of teaching and learning in Reception through carefully planned provision, effective assessment and targeted support, ensuring all children are well prepared for the transition into Key Stage 1.	- RR to conduct termly provision audits against EYFS framework expectations (Dec 26 / Apr 27 / Jul 27) - CB to coordinate external EYFS reviews and quality assurance visits (termly) - RR to review baseline, ongoing assessment and transition arrangements with staff (Oct 25) - LF to coordinate support plans and interventions for pupils requiring additional provision including those who did not get GLD in EYFS (ongoing) - RR to strengthen transition arrangements between Reception and Year 1 through joint moderation and curriculum planning (May 26) - CB / RR / EN to review GLD forecasts and readiness indicators at each assessment point (termly)
Fluency and Recall: Restore previous strengths in mathematics by embedding consistent approaches to fluency, number fact recall and multiplication tables, leading to greater confidence in calculation across the school.	- JP to launch a whole-school fluency strategy including number facts and multiplication tables (Sep 26) - JP to implement consistent daily fluency practice across KS1 and KS2 (Oct 26) - JP to develop an MTC action plan including intervention, parental engagement and assessment checkpoints (Oct 26) - LF to ensure targeted fluency interventions are in place for pupils requiring additional support (Nov 26) - JP to monitor fluency implementation through learning walks and book scrutiny (half-termly) - CB and JP to review MTC and arithmetic data at each assessment point (termly)
Teaching and Curriculum: Refine the mathematics curriculum to ensure a coherent mastery approach, with clear progression, effective use of representations and high expectations for reasoning and problem-solving in every classroom.	- JP to conduct a full review of mathematics curriculum progression and long-term planning (Oct 26) - JP to revise mathematics policy and non-negotiables in line with mastery principles (Jan 27) - JP to deliver termly CPD focused on reasoning, problem-solving and effective use of representations (Nov 26 / Feb 27 / May 27) - CB and JP to undertake mathematics learning walks focused on curriculum implementation (weekly) - JP / TW to facilitate opportunities for Trust-wide collaboration and best-practice sharing in mathematics (Mar 27) - JP / TW to monitor planning and assessment consistency across year groups (termly)
Assessment and Intervention: Strengthen the use of assessment to identify gaps in mathematical understanding swiftly, enabling timely intervention and targeted support that increases the proportion of pupils achieving age-related expectations by the end of Key Stage 2.	- JP to implement a consistent assessment schedule for mathematics across all year groups (Sep 26) - CB and JP to ensure mathematics is a standing item within pupil progress meetings (Oct 26) - JP to analyse assessment outcomes and identify curriculum gaps after each data collection point (termly) - LF and JP to review intervention groups and evaluate impact against entry and exit data (half-termly) - JP to establish targeted pre-teaching and intervention programmes for pupils at risk of falling behind (Nov 26) - CB and JP to review KS2 attainment forecasts and implement additional support where required (Jan 26 / Apr 26 / Jun 26)