

Yew Tree Primary School



**SCHOOL IMPROVEMENT
PLAN (SIP)
2026/27**

“Learning Without Limits”



OUR VISION...

Yew Tree Primary School is a unique and special place where our community matters and children are at the centre of all that we do.

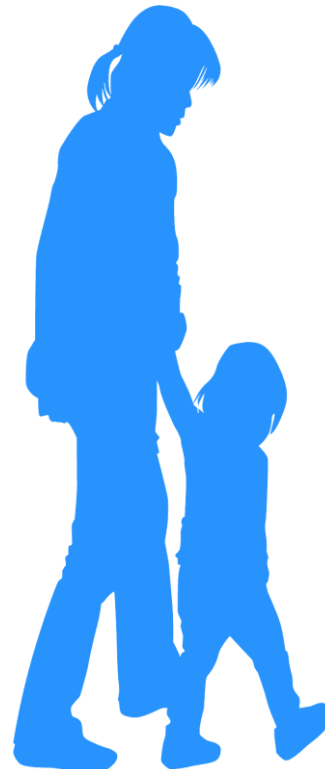
Learning Without Limits is our commitment to ensure we unlock the potential inside all of our children. We aim to create an inclusive & exciting environment in which every child succeeds and achieves the best they can.

A YEW TREE CHILD...

The development of children in our care is our absolute priority. The adults in their lives will nurture our core values so that Yew Tree children are...

- Healthy, happy individuals who believe in themselves and are aspirational about their futures
- Successful & confident learners who have a mastery of basic skills and a range of talents & interests which make them unique
- Caring & compassionate friends who are respectful, tolerant and kind towards others
- Resilient and prepared to take risks in order to persevere with learning even when it is tough
- Self aware, stand up for what they believe in and make a difference in the world they live in

OUR 5 VALUES



RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!



Yew Tree Primary School

SCHOOL IMPROVEMENT PLAN 2026/27

“Every Child Achieving & Thriving”

In line with the national agenda, where it is recognised that childhood is changing, it is important that Yew Tree continues to evolve and develop so that our school provides the most effective environment for children to achieve and thrive.

At a time when children face unprecedented challenges, and in order to respond to the expectations of the Government’s White Paper, leaders and staff must seek to build on the success of our Ofsted inspection (January 2026) to remove any barriers to learning so that children can excel.

Our School Improvement Plan is not about wholesale change or targeting one particular group of pupils/subject area for improvement. It is about strengthening the work that we do, in many different areas, and ‘connecting the dots’ to ensure a cohesive approach and exceptional education.

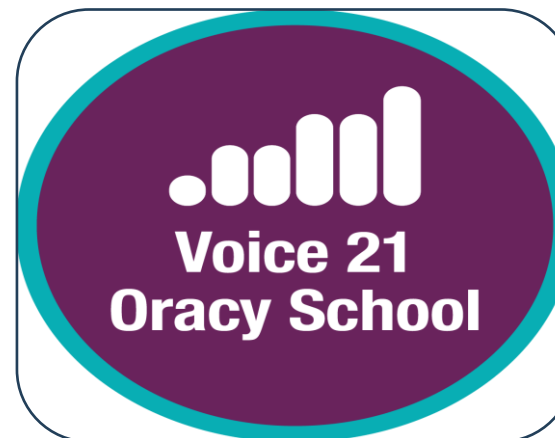
Our priorities for this year are not the whole picture. They are key areas which will strengthen our school. However, for children to truly achieve and thrive, we must also be engaged in change, at both local and national level, within and beyond our community to achieve the best for our children.

In line with our vision of ‘Learning Without Limits’, our priorities for children to achieve and thrive are...

- Develop & refine an inclusion strategy which ensures excellence for all.
- Refine pedagogical understanding so that all pupils excel in their achievements.
- Develop oracy across the school.

Jamie Barry
Head Teacher

Every Child Achieving and Thriving





CORE PRIORITY 1

	Emerging - Not On-Track: little evidence of progress/impact
	Establishing - Partially On-Track: some evidence of progress/impact
	Embedding - On-Track: Strong evidence of progress/impact

CORE PRIORITY (What are we focussed on?)	RATIONALE (Why are we doing this?)	SUCCESS CRITERIA (What are the indicators or measures of success?)	RAG RATE		
			AUT	SPR	SUM
<p>CORE PRIORITY 1:</p> <p>Develop & refine an Inclusion Strategy which ensures excellence and equity for all.</p>	<p>As part of the DfE's agenda to transform SEND provision mainstream schools, with support from a new inclusion mainstream grant, are expected to embed inclusive practice. This national focus is also driven by the strong focus on inclusion from Ofsted during its inspections.</p> <p>By December 2026, schools will now be expected to publish an inclusion strategy which outlines how we use funding available to us to meet the needs of our cohort and to remove the quality of our universal offer by removing barriers to learning.</p> <p>Beyond the statutory reporting expectations, building on the success of the extensive work already undertaken (e.g. Ofsted, SEND Award, Safeguarding Award etc), this area of work will support the school in embedding the excellent practice that has been developed and to be a proactive partner in the delivery of services which support the needs of our children.</p>	<p>AUTUMN</p> <ul style="list-style-type: none"> SEND & PP 25/26 outcomes analysed with clear priorities or actions identified & addressed. SEND/PP needs/provision are updated on IEPs/Insight & clear evidence of progress for all. All teaching/interventions consistently demonstrate inclusive practice so that all groups of children are engaged in learning. Inclusion Strategy has been developed reflecting school, local and national changes. <p>SPRING</p> <ul style="list-style-type: none"> There is a strong culture in which all staff are vigilant and proactive in understanding & removing barriers to learning for all pupils. Careful monitoring of progress supports leaders & staff in making proactive adaptations. All teaching/interventions demonstrate strong examples of inclusive practice for all pupils. Outcomes show strong SEND/PP progress. Inclusion Plan has established status and reflects work to enhance practice, e.g. FP development. <p>SUMMER</p> <ul style="list-style-type: none"> Across the school's work, inclusive practices are strong with clear impact on outcomes. Provision and practice for SEND/PP pupils demonstrates <u>embedded</u> exemplary practice. All teaching/interventions are of high quality and SEND/PP pupils are thriving at the school. Inclusion Strategy includes some exemplary aspects of provision which is worthy of sharing with other schools/settings, e.g. The Hive/FP. 			



CORE PRIORITY 1 ACTION PLAN

Core Priority 1: Develop & refine an Inclusion Strategy which ensures excellence and equity for all.

Actions	Lead Person	Budget 26/27 (if applicable)	Timescale	Monitoring	RAG Rating	Evaluation
Formalise the high-quality inclusion work at the school through the development and publication of an 'Inclusion Strategy' which outlines ordinarily available/universal provision and pathways for support.	AWL & RS	PP - £398k SEND - £440k	AUT 2 & ongoing	Identified in MER overview which is reviewed half-termly by the Strategic Leadership Group		
Further enhance staff skill and knowledge base, related to effective inclusion strategies, through the delivery of CPD in order to strengthen practice and provision.	AWL & RS	CPD - £10k	Ongoing			
Ensure a wider understanding, amongst all staff, of reasonable adjustments within our Behaviour Policy so that expectations remain whilst supporting individual needs.	RS	Behaviour - £1.5k	Ongoing			
Evaluate the effectiveness of interventions outside of the classroom, making amendments and adaptations as necessary, to ensure they meet the needs of all pupils as well as support them in achieving the highest standards possible.	RS & SLT/AWL	TA costs	AUT 1 & ongoing			
Engage in an external/peer review of our Pupil Premium strategy to support quality assurance processes as well as consider strategies to barriers faced.	RS		SPR 1			
Utilise research and resources (inc. materials from Marc Rowland) to support staff understanding of removing barriers to disadvantage.	RS		AUT 2 & ongoing			
Provide coaching, modelling and training to support staff in ensuring high aspirations and expectations for all pupils regardless of age, need or barrier.	SF & TM	CPD - £10k Leadership costs	Ongoing			

Evaluate & refine the use of SEND aids, and access to interventions/pastoral support, to ensure independence and self-regulation is promoted and maximised (i.e. strengthening use of universal provision rather than targeted provision).	AWL	SEND - £12k	AUT 1 & Ongoing			
Provide coaching, modelling and training to support staff expertise in 'scaffolding up' rather than 'differentiating down' so that pupils are supported but expectations/outcomes are high (inc. the development of a scaffolding resource toolkit/guide).	SF & TM	CPD - £10k	AUT 1 & Ongoing			
Explore & promote opportunities across the curriculum, and beyond, to enable pupils with SEND and those who are disadvantaged to excel (e.g. through access to clubs, tutoring etc).	SLG	PP Enrichment - £12k	Ongoing			
Proactively engage with Best Start Family Hubs, within our own Spoke provision and the wider service offer, to maximise support available to pupils and families who might face barriers to learning.	JM & SF		Ongoing			
Refine and adjust The Hive operations/provision so that there is sustained impact and high-quality provision despite its temporary location.	AWL & JW	SEND - £12k Staff costs	AUT 1 & Ongoing			
Share best practice, knowledge and skills from The Hive, with staff across the school, so that aspects of this provision can support mainstream education in class.	AWL & JW	SEND - £12k Staff costs	AUT 1 & Ongoing			
Work proactively, with the LA, to consider the feasibility and development of SEND Focused Provision within Yew Tree.	JB & SLG/DER	Build costs Staff costs	SUM 2			
Consider opportunities to expand The Hive provision/other SEND provision in order to cater for pupils with complex needs in KS2.	AWL & SLT		SPR 2			

Refine the use of workstations within classrooms to ensure there is consistency and strength of practice across the school.	AWL, SF & TM	CPD - £10k	AUT 1 & Ongoing			
Develop & adopt a centralised agreed approach to the use of inclusion tools (e.g. PECS, Widgit etc) as part of a universal offer for every pupil.	AWL & JW	CPD - £10k SEND - £12k	AUT 2			
Continue to evaluate, adjust and repurpose learning environments and furniture (inc. breakout spaces), as appropriate, in order to meet the varying needs of pupils at the school.	AWL & SLT	SEND - £12k Buildings - £10k	Ongoing			



CORE PRIORITY 2

	Emerging - Not On-Track: little evidence of progress/impact
	Establishing - Partially On-Track: some evidence of progress/impact
	Embedding - On-Track: Strong evidence of progress/impact

CORE PRIORITY (What are we focussed on?)	RATIONALE (Why are we doing this?)	SUCCESS CRITERIA (What are the indicators or measures of success?)	RAG RATE		
			AUT	SPR	SUM
<p>CORE PRIORITY 2:</p> <p>Refine pedagogical understanding so that consistent high-quality teaching & learning supports the expectation that all pupils excel in their achievements.</p>	<p>Ofsted (Jan 26) commented that, <i>“overall, pupils make progress in line with their peers nationally from starting points.”</i> However, given that starting points are often significantly below age-related expectations, there is a constant pressure for the school to ensure children acquire the skills and knowledge needed by the time they leave us.</p> <p>In line with our vision of ‘Learning Without Limits’ we have an expectation that every child will succeed and achieve their very best. This includes those who have SEND or who are disadvantaged.</p> <p>We recognise that ambition alone does not in pupils excelling so it is vital that we take time to reflect upon, review and update our practice and provision so that it is of consistent high-quality and supported by research.</p>	<p>AUTUMN</p> <ul style="list-style-type: none"> Rigorous analysis of 25/26 data completed in order to identify appropriate priorities of intervention so that progress can be monitored and improvements can be evidenced. Curriculum priorities established and evidence of depth of learning across all subjects. Quality of teaching/teaching support consistently strong with clear actions for any RI practice. All staff demonstrate a shared understanding of pedagogical approach (e.g. T&L audit updates). <p>SPRING</p> <ul style="list-style-type: none"> Quality of work demonstrates improved outcomes brought about by effective teaching. Quality of teaching/teaching support, consistently strong with no RI practice and increased exemplary practice. Data indicates rapid progress with clear tangible examples indicating improvements on last year. Consistent pedagogical approaches to T&L with some examples of exemplary practice emerging. <p>SUMMER</p> <ul style="list-style-type: none"> Outcomes in all year groups/all areas is in line with or better than 25/26 NAT/FFT average. PP plan/Inclusion Strategy demonstrates effectiveness of closing gaps with NAT averages. Quality of work supports reported outcomes. Quality of teaching/teaching support consistently strong with majority featuring exemplary practice. Strong pedagogical approaches to T&L evident in many subjects/year groups across the school. 			



CORE PRIORITY 2 ACTION PLAN

Core Priority 2: Refine pedagogical understanding so that consistent high-quality teaching & learning supports the expectation that all pupils excel in their achievements.

Actions	Lead Person	Budget 26/27 (if applicable)	Timescale	Monitoring	RAG Rating	Evaluation
Provide further coaching, modelling & training to refine & embed AfL so that any gaps in learning are addressed efficiently and learning is deepened for the most able.	SF & TM (supported by all SLG)	CPD - £10k Leadership costs	AUT 1 & ongoing	Identified in MER overview which is reviewed half-termly by the Strategic Leadership Group		
Strengthen opportunities for pupils working at a greater depth of learning within all year groups/lessons, e.g. consider a challenge/application question in each lesson.	RS & SF/TM	CPD - £10k Leadership costs	AUT 1 & ongoing			
Promote, via coaching and CPD, modelling and scaffolding strategies so that these are used effectively, across the school, to support pupils and ensure progress for all.	SF & TM (supported by all SLG)	CPD - £10k Leadership costs	AUT 1 & ongoing			
Further embed awareness and use of 'foundational learning' across the school/ curriculum in order to strengthen progress for all (especially those who face barriers or those who are new to the school).	SF & TM (supported by all SLG)	CPD - £10k Leadership costs	AUT 1 & ongoing			
Evaluate & review T&L audit approaches, curriculum conferencing and MER activities to ensure they reflect latest research and expectations about high-quality provision and outcomes for all.	JB & RS (with SLT)	CPD - £10k Leadership costs	AUT 2 & ongoing			
Facilitate and promote opportunities for staff to engage in research to strengthen their knowledge of pedagogy and provision.	JB & SLT	CPD - £10k	Ongoing			

Update, and promote further use of, exemplification documents for non-core subjects so that these reflect current provision and strengthen create a culture of high standards across the wider curriculum.	SM & LP	CPD - £10k Leadership costs	AUT 2 & ongoing			
Evaluate, review and update curriculum plans, in line with the outcomes of the DfE NC review, so that high quality provision remains and the school is well prepared for delivery of any updates by September 2028.	SM & LP	CPD - £10k Leadership costs	SPR 1 & ongoing			
Revisit the curriculum vision, in conjunction with the updating of any curriculum plans, to ensure the pedagogical approach (and all other aspects) are evident and deeply embedded across the school.	SM & LP	CPD - £10k Leadership costs	AUT 1 & ongoing			
Provide further training for staff, as necessary, on curriculum delivery (inc. subject discipline skills) so that there is a consistent high standard of delivery across all subject areas (core and non-core).	SM & LP/ SF & TM	CPD - £10k Leadership costs	Ongoing			
Continue to embed aspects of Grammarsaurus, including work done to develop morphology, to ensure a strong and sharp focus on basic skills.	TM	CPD - £10k	Ongoing			
Strengthen staff understanding of marking & feedback strategies, including the effective use of DIRT books, to ensure strong impact of outcomes.	RS & SF/TM	CPD - £10k Assess - £500 Leadership costs	AUT 1 & ongoing			
Promote the importance of parental engagement/expectation, including through reference to the DfE Starting School checklist, to maximise opportunities across the year for families to support outcomes for pupils.	SF & JM/CL (with SLG)		AUT 1 & ongoing			

Further embed and promote attendance expectations, through collective accountabilities, to minimise any opportunity for pupils not to achieve at school.	ZR & SR	Attend - £1.5k Staff costs	Ongoing			
Support staff with planning, through coaching opportunities, so that this is as personalised as possible to meet needs and ensure progress of all pupils.	SF & TM	CPD - £10k Leadership costs	Ongoing			
Consider the development of DfE Enrichment Benchmarks, responding appropriately, so that provision supports pupils' achievements in all relevant areas.	SM & LP (with RB)	CPD - £10k Club costs Curric Dev - £5k	AUT 1 & ongoing			
Refine arithmetic plans/long term overviews so that skills taught in lessons can be practised (e.g. alignment with arithmetic and long-term maths overviews).	SF	CPD - £10k Leadership costs Curric. Dev - £5k	AUT 1			
Provide further opportunities to develop pupils' resilience to challenge across a range of subject areas, e.g. during reasoning sessions in maths.	SLG	CPD - £10k	Ongoing			



CORE PRIORITY 3

	Emerging - Not On-Track: little evidence of progress/impact
	Establishing - Partially On-Track: some evidence of progress/impact
	Embedding - On-Track: Strong evidence of progress/impact

CORE PRIORITY (What are we focussed on?)	RATIONALE (Why are we doing this?)	SUCCESS CRITERIA (What are the indicators or measures of success?)	RAG RATE		
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<p>CORE PRIORITY 3:</p> <p>Engage with Voice 21 to develop oracy across the school so that pupils can articulate, confidently and securely, their thoughts, opinions and beliefs whilst actively listening to others.</p>	<p>As well as it being clear that oracy will feature in the new National Curriculum (due to come into effect in September 2028), we recognise the importance of oracy education as a key strategy to support children in getting the best start in life and being ready to learn.</p> <p>Oracy is the ability to articulate ideas, develop understanding and engage with others through speaking, listening and communication. Effective oracy really can enhance outcomes and life chance for our pupils.</p> <p>Engaging with Voice 21 will add a rigour and thoroughness to our work developing this aspect of our curriculum. Through our work, we will actively invest teaching time to create 'talk rich' classrooms which will value pupil' voices, boost confidence and prepare them for the future.</p>	<p>AUTUMN</p> <ul style="list-style-type: none"> Voice 21 action plan developed which outlines key actions/activities for 26/27. All stakeholders aware of the school's engagement with Voice 21 and demonstrate an understanding of oracy work at the school. Leaders have a solid understanding of the 'roadmap' for development and CPD time effectively used to strengthen knowledge, understanding and profile of oracy. <hr/> <p>SPRING</p> <ul style="list-style-type: none"> Voice 21 action plan is embedded with evidence of progress towards any agreed actions evident. Examples of oracy becoming embedded/best practice being developed (both within school activities and within a wider context, e.g. home). All staff have a strong understanding of effective oracy and positive evidence of the development their practice in this area of work. High quality leadership of oracy reflected in evidence of impact on pupil outcomes. <hr/> <p>SUMMER</p> <ul style="list-style-type: none"> Voice 21 action plan demonstrates strong evidence of impact in all aspects (provision & pupil outcomes) with clear priorities outlined towards provision for 'Centre of Excellence'. Oracy has an established status in the school and is clearly woven into curriculum & operational aspects of school. Stakeholders demonstrate a positive attitude towards effective oracy. 			



CORE PRIORITY 3 ACTION PLAN

Core Priority 3: Engage with Voice 21 to develop oracy across the school so that pupils can articulate, confidently and securely, their thoughts, opinions and beliefs whilst actively listening to others.

Actions	Lead Person	Budget 26/27 (if applicable)	Timescale	Monitoring	RAG Rating	Evaluation
Appoint an oracy lead and develop an action plan to introduce, implement and develop a whole school approach to the teaching of oracy.	TM & CM	Curric Dev - £5k	AUT 1 & ongoing	Identified in MER overview which is reviewed half-termly by the Strategic Leadership Group		
Provide frequent opportunities for CPD, coaching and modelling (inc. utilising links with Centres of Excellence) to strengthen staff knowledge of effective oracy development.	JB & CM	Leadership costs	AUT 1 & ongoing			
Consider opportunities to engage with parents/carers to raise the profile of oracy as well as increase their engagement in effective practice in this area of development.	CM & SLT		AUT 1 & ongoing			
Develop opportunities to embed oracy across the curriculum, e.g. sentence stems in all subjects/lessons.	SM & LP (with subject leaders)	Leadership costs	SPR 1 & ongoing			
Promote opportunities to explicitly teach oracy skills across a range of subject areas, e.g. presentations, debates etc.	TM & CM	CPD - £10k	AUT 2 & ongoing			
Engage fully in networking opportunities, within the Voice 21 network of schools, so that best practice is developed in the work at our school.	CM (with TM & JB)	Leadership costs	Ongoing			
Consider the link between our wider school oracy work and specific interventions (e.g. Talk Boost & Wellcomm) to maximise the impact of this work.	AWL (& SLT)	Leadership costs	SPR 1 & ongoing			

Produce a whole school map/overview of oracy opportunities across the school (both explicitly taught opportunities as well as opportunities embedded in the curriculum).	CM	Leadership costs	SUM 1			
Ensure staff consistently and effectively model/teach oracy skills (e.g. projection, using sentence stems, active listening etc) in their own practice so that they are a role model to pupils and these skills become embedded.	CM & SLG	CPD - £10k Leadership costs	Ongoing			
Promote oracy links in aspects beyond curriculum subjects, e.g. SHAPE aspects of the behaviour curriculum, projection skills during class assemblies etc.	CM & SLG	CPD - £10k Leadership costs	Ongoing			
Consider & evaluate any timetable or organisational implications, as we become more aware of Voice 21 work, to ensure oracy is effectively delivered (e.g. ensuring there is appropriate time).	JB & TM (with CM)		Ongoing			
Raise the profile and understanding of oracy so that all stakeholders, including children, understand the benefits for all (e.g. it is not simply about vocabulary and does include active listening, impacts on confidence, aspiration etc).	CM & SLG		Ongoing			
Explore opportunities to promote oracy in organisational aspects of the school, e.g. oracy in assemblies, oracy at lunchtimes etc.	CM		Ongoing			