

**Yew Tree Primary School**



**SCHOOL IMPROVEMENT  
PLAN (SIP)  
2025/26**

# “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.

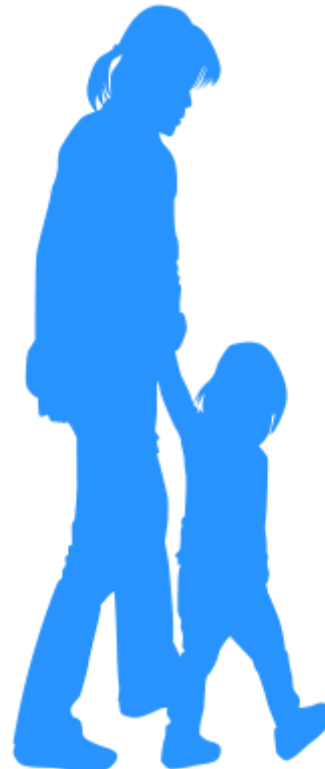
**Learning Without Limits** is our commitment to ensure we unlock the potential inside all of our children. We aim to create an inclusive & exciting environment in which every child succeeds and achieves the best they can.

## 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 2025/26

*“Evolution NOT Revolution”*

Leaders, staff and governors have worked hard, over a number of years, to ensure Yew Tree is a strong community school which provides an excellent quality of education for its pupils. This has been achieved and it is clear there are many examples of exemplary practice which set our school aside from any other.

As we move into 2025/26, the educational landscape is shifting and there are a number of significant pressures, both external and internal, which could impact on the school's ability to sustain its record of performance.

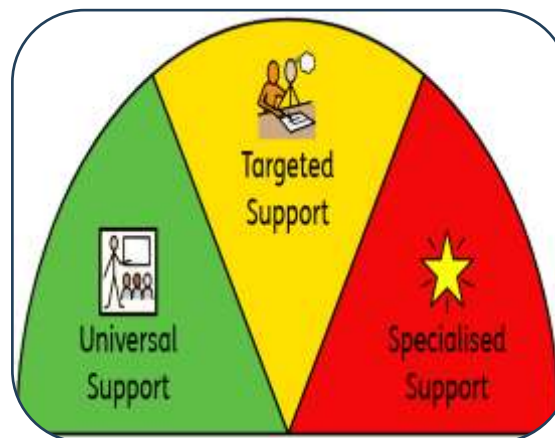
In the next year, Yew Tree needs to go through a period of 'evolution Not revolution' to ensure that we serve our pupils and community well. This period of evolution will support us in adjusting to significant changes which include, but are not limited to, a new Ofsted framework and a new national curriculum.

At the same time we must constantly evolve our provision to ensure that we support our pupils well and ensure they achieve the best they can.

In line with our vision of 'Learning Without Limits', this plan outlines how we can evolve to...

- Build & strengthen our universal SEND offer.
- Provide the best start to school and ensure pupils achieve well at each stage of their development.
- Ensure the school sustains a high quality of education & provision despite any challenges.

*Jamie Barry*  
Head Teacher





# CORE PRIORITY 1

	<b>Emerging - Not On-Track:</b> little evidence of progress/impact
	<b>Establishing - Partially On-Track:</b> some evidence of progress/impact
	<b>Embedding - On-Track:</b> 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><b>CORE PRIORITY 1:</b></p> <p>Build &amp; strengthen our universal SEND offer so that there is evidence of exemplary provision, across the school, and that SEND pupils achieve as well as they can.</p>	<p>Yew Tree has developed some excellent SEND practice and this is evident through, as well as many other aspects, the SEND Inclusion Award accreditation (June 2024).</p> <p>However, SEND demand continues to grow exponentially and there are 'shifting sands' in expectations due to local and national changes. This includes a growth in expectations around 'ordinarily available provision'.</p> <p>There is work for Yew Tree, like all schools, to do in evolving provision to meet this demand. This includes provision such as The Hive (and other targeted services) but must also include an evaluation of the universal offer which will strengthen the 'ordinarily available provision' for all.</p> <p>By focusing on this, as a core priority, staff will be supported and developed as we complete work in this area.</p>	<p><b>AUTUMN</b></p> <ul style="list-style-type: none"> <li>SEND 24/25 outcomes analysed with clear priorities or actions identified &amp; addressed.</li> <li>SEND needs/provision are updated on IEPs/Insight &amp; clear evidence of progress for all.</li> <li>All teaching/interventions consistently demonstrate inclusive practice so that all groups of children are engaged in learning.</li> <li>Evidence that environments &amp; resources used effectively to support SEND needs.</li> </ul> <hr/> <p><b>SPRING</b></p> <ul style="list-style-type: none"> <li>There is a strong culture in which all staff are vigilant and proactive in understanding &amp; removing barriers to learning.</li> <li>Careful monitoring of progress supports leaders &amp; staff in making proactive adaptations.</li> <li>All teaching/interventions demonstrate strong examples of inclusive practice with examples of the graduated response meeting SEND needs.</li> <li>Outcomes show strong SEND progress.</li> </ul> <hr/> <p><b>SUMMER</b></p> <ul style="list-style-type: none"> <li>Across the school's work, inclusive practices are strong with clear impact on outcomes.</li> <li>Provision and practice for SEND pupils demonstrates <u>embedded</u> exemplary practice.</li> <li>All teaching/interventions are of high quality and SEND pupils are thriving at the school.</li> <li>MER evidence includes some exemplary aspects of provision available which is worthy of sharing with other schools/settings.</li> </ul>			



## CORE PRIORITY 1 ACTION PLAN

**Core Priority 1:** Build & strengthen our universal SEND offer so that there is evidence of exemplary provision, across the school, and that SEND pupils achieve as well as they can.

Actions	Lead Person	Budget 24/25 (if applicable)	Timescale	Monitoring	RAG Rating	Evaluation
Set up and develop The Hive provision in order to strengthen the school's ability to meet the needs of its most complex pupils.	AWL	Staff - £32k SEND - £10k	Autumn 1 & ongoing	Identified in MER overview which is reviewed half-termly by the Strategic Leadership Group		
Evaluate and review other areas of provision to ensure they are appropriately organised and resourced to meet the needs of pupils, e.g. the Sunshine Room, the Learning Zone etc	AWL	SEND - £10k	Autumn 2 & ongoing			
Develop greater parental awareness of local and national changes to SEND provision and expectation (i.e. the locality model & ordinarily available provision) so that they recognise support in place rather than simply pursuing EHCPs	AWL & JB		Ongoing			
Adjust & adapt to new ways of working, in light of LA changes, to make use of wider traded services, e.g. SALT.	AWL	SEND - £10k	Ongoing			
Consider the development of 'SEND champions' amongst the support staff teams in order to develop expertise and cross-school delivery of interventions	JB		Spring 1			
Review and evaluate the use of SEND aids, e.g. wobble boards, headphones and workstations, so that they are used appropriately/only when necessary and that pupils are prepared for wider society	AWL & CBe	SEND - £10k	Autumn 1 & ongoing			

Strengthen & grow the pedagogical thinking of all staff in order to remove barriers to learning and engage all inc. SEND (e.g. in line with IPP research [Mar 25] – Who is losing learning?)	JB	CPD - £15k	Autumn 1 & ongoing			
Review EEF research, about SEND in mainstream, in order to guide, support and strengthen CPD and coaching in school	SLT	CPD - £15k				
Evaluate and develop learning environments to ensure they are conducive to learning for all (inc. evaluation of impact of any changes).	SLT		Autumn 1 & ongoing			
Make greater, and more considered, use of technology to support pupils with SEND, e.g. tools to support visual impairments or fine motor skills etc	RF	Computing - £15k SEND - £10k CPD - £15k	Autumn 1 & ongoing			
Make greater, and more considered use, of resources available to support pupils with SEND and make curriculum more accessible to all, e.g. Omi Mobii	AWL & CBe		Autumn 1 & ongoing			
Promote staff ownership and understanding of interventions in place and ensure they are proactive in considering the specific focus of TAs during time allocated to them in class.	RS	CPD - £15k TA costs	Autumn 1 & ongoing			
Strengthen the use of DIRT books/AfL to ensure that staff redirect or adjust TA deployment based on live marking/feedback in lessons.	RS	CPD - £15k	Autumn 1 & ongoing			
Make more effective use of SODA time, and other adhoc time slots, to provide short burst interventions and targeted support in order to remove barriers for learning.	RS	TA costs	Autumn 1 & ongoing			
Extend and develop knowledge of all strategic leaders, in the area of SEND & inclusion, by arranging opportunities to visit & learning from special schools/PRUs.	JB	Leadership Release	Autumn 2 – Spring 1			

Explore the growth and development of Morning Hub in order to meet needs of pupils, e.g. year group focused morning hub instead of 2 x key stage groups	SR	TA costs	Autumn 2			
Strengthen staff understanding and skill of strategies they can utilise in class to support mental health and wellbeing/SEMH pre-referral to the ECM team	SR & JM	CPD - £15k				
Provide CPD & coaching so that all staff support all pupils with the development of emotional resilience (ensuring staff are the role models in this) inc. the development and use of SUMO strategies	JB & SLT	CPD - £15k	Autumn 1 & ongoing			
Increase opportunities to work with Sandwell Family Hubs (inc. through the application process to become a mobile spoke) in order to strengthen provision for pupils and their families	JM & SR	HLTA costs - £6,900	Autumn 1 & ongoing			



## CORE PRIORITY 2

	<b>Emerging - Not On-Track:</b> little evidence of progress/impact
	<b>Establishing - Partially On-Track:</b> some evidence of progress/impact
	<b>Embedding - On-Track:</b> 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><b>CORE PRIORITY 2:</b></p> <p>Provide the best start for school and ensure pupils achieve well at each stage of their development by developing and refining practice and provision.</p>	<p>Our data shows that pupils start our school, typically, well below age-related expectations. This is in addition to pupils joining us from some of the most income deprived post codes in the country.</p> <p>Therefore, it is imperative that we ensure our EYFS is exceptionally strong so that pupils have the best start to education and achieve their very best.</p> <p>This strong approach must be one that is continued throughout the school in order to ensure we have tangible evidence of pupils achieving their best and being well prepared for the next steps in their education.</p> <p>By having an exceptionally strong curriculum across the school, matched with exemplary T&amp;L, our pupils have the best change of achieving outcomes in line with or better than the national average.</p>	<p><b>AUTUMN</b></p> <ul style="list-style-type: none"> <li>Rigorous analysis of 24/25 data completed in order to identify appropriate priorities of intervention so that progress can be monitored and improvements can be evidenced.</li> <li>Curriculum priorities established and evidence of depth of learning across all subjects.</li> <li>Quality of teaching/teaching support consistently strong with clear actions for any RI practice.</li> <li>EYFS needs established and curriculum &amp; provision carefully planned to meet these needs.</li> </ul> <p><b>SPRING</b></p> <ul style="list-style-type: none"> <li>Quality of work demonstrates improved outcomes brought about by effective teaching.</li> <li>Quality of teaching/teaching support, consistently strong with no RI practice and increased exemplary practice (linked to target areas).</li> <li>Data indicates rapid progress with clear tangible examples indicating improvements on last year.</li> <li>EYFS has frequent opportunities for pupils to practise and consolidate core skills.</li> </ul> <p><b>SUMMER</b></p> <ul style="list-style-type: none"> <li>Outcomes in all year groups/all areas is in line with or better than 24/25 NAT/FFT average.</li> <li>Pupil Premium plan demonstrate effectiveness of closing gaps with NAT averages.</li> <li>Quality of work supports reported outcomes.</li> <li>Quality of teaching/teaching support consistently strong with majority featuring exemplary practice.</li> <li>EYFS staff interactions are highly effective and pupils are extremely well prepared for Y1.</li> </ul>			



## CORE PRIORITY 2 ACTION PLAN

**Core Priority 2:** Provide the best start for school and ensure pupils achieve well at each stage of their development.

Actions	Lead Person	Budget 24/25 (if applicable)	Timescale	Monitoring	RAG Rating	Evaluation
Undertake analysis of 24/25 outcomes data, identify priorities and demonstrate CPD opportunities to address need showing impact on subsequent outcomes	RS & JB	CPD - £15k	Autumn 1 & ongoing	Identified in MER overview which is reviewed half-termly by the Strategic Leadership Group		
Ensure that EYFS immerses pupils in vocabulary and every opportunity is maximised to ensure language acquisition and development.	SF	CPD - £15k EYFS - £3k	Autumn 1 & ongoing			
Review the approach to teaching spelling across the school, utilising Grammarsaurus materials, to enhance this aspect of the English curriculum.	TM	CPD - £15k English - £3k Grammarsaurus - £800	Autumn 2 & ongoing			
Strengthen GDS writing, across the school, by promoting writing/genre 'choice' and ensuring a more 'disciplined' (less chatty) approach in non-fiction pieces.	TM	CPD - £15k English - £3k	Autumn 1 & ongoing			
Accelerate access to independent writing opportunities (inc. the use of Mighty Writer) across the school in order to enhance progress/strengthen evidence base.	TM	CPD - £15k English - £3k	Autumn 1 & ongoing			
Effectively provide coaching, CPD & support in order to ensure exemplary phonics delivery.	TM & SF	CPD - £15k English - £3k	Autumn 1 & ongoing			
Evaluate & develop EYFS provision so that there is a strong & quicker focus on core skills development (e.g. ensuring pupils read as early as possible)	SF & TM	CPD - £15k EYFS - £3k	Autumn 2 & ongoing			

Strengthen & develop continuous provision, adult interactions & quality of environment in EYFS to support core skills development.	SF	CPD - £15k EYFS - £3k	Autumn 1 & ongoing			
Explore & trial organisational structures, in key year groups, to consider impact on outcomes, e.g. streaming in Y5.	JB & SLT		Autumn 2			
Explore strategies and actions which strengthen resilience and reduce apathy (inc. staff awareness of EOKS expectations).	SLT	CPD - £15k	Autumn 1 & ongoing			
Make further use of the DfE 'Ready for School' checklist and maximise opportunities to involve parents in this work, e.g. EYFS partnership workshops.	SF & RB		Autumn 2 & ongoing			
Further promote parental accountability & engagement in child development & learning, e.g. ensuring INSPIRE workshop focus is carefully selected.	SLT		Autumn 2 & ongoing			
Maximise opportunities to prepare pupils for assessments which they participate in, e.g. proactive teaching of test technique.	RS & SLT		Spring 1 & ongoing			
Utilise and embed free CPD, training and curriculum opportunities from Public Health to support PE, play & wider developmental opportunities.	MW, JL & DB	CPD - £15k Release Time	Autumn 2 & ongoing			
Develop and embed Unicef RRS work to ensure that this is understood by all and used to support pupil's development.	SH	CPD - £15k Curric. Dev - £8k	Autumn 1 & ongoing			
Ensure greater depth within non-core learning by reducing topics (4 to 3) and supporting staff with mapping time and planning coverage using resources available (i.e. coverage of Los and not activities).	LP & SM	CPD - £15k Leadership - £18k Curric. Dev - £8k	Autumn 1 & ongoing			

Evaluate & update curriculum overviews and plans against the outcomes of the national curriculum review in order to be fully compliant by September 2026.	LP & SM	CPD - £15k Leadership - £18k	Autumn 1 & ongoing			
Effectively deliver curriculum development, in line with the curriculum action plan and associated plans (e.g. music development, sport premium etc), so that it constantly evolves and develops to meet pupil needs and ensure exemplary provision.	LP & SM	CPD - £15k Leadership - £18k Curric. Dev - £8k	Autumn 1 & ongoing			
Make greater use of exemplification materials to support assessment, and planning for next steps, in the non-core curriculum.	LP & SM	CPD - £15k Leadership - £18k	Autumn 1 & ongoing			
Further consider ways to involve EYFS pupils in opportunities beyond the classroom (in place of clubs and trips) to strengthen personal development	SF & SR		Spring 1 & ongoing			
Review the Attendance Action Plan and consider further bespoke strategies to maximise attendance and reduce PA, e.g. Funday Friday	ZR	Attendance - £2.5k Attendance Lead - £39k	Autumn 1 & ongoing			
Strengthen staff understanding and knowledge of the benefits of using the farm and allotments to support pupil development and learning	BH	Farm & Allotments - £5k	Autumn 1 & ongoing			



## CORE PRIORITY 3

	<b>Emerging - Not On-Track:</b> little evidence of progress/impact
	<b>Establishing - Partially On-Track:</b> some evidence of progress/impact
	<b>Embedding - On-Track:</b> 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><b>CORE PRIORITY 3:</b></p> <p>Further demonstrate highly effective leadership &amp; management by sustaining a high quality of education &amp; provision despite any local or national changes/needs.</p>	<p>Yew Tree has achieved a high degree of success in recent years and is well placed for its next Ofsted inspection.</p> <p>However, it is important to be aware of a changing educational landscape. This includes, but is not limited to, a new Ofsted framework and new national curriculum.</p> <p>In addition to the significant changes, expectations for schools are changing and there may be a national roll out of national breakfast club provision as well as the growth of local family support services and SEND resource bases in schools.</p> <p>These changes have to be managed at a time of falling rolls (due to declining birth rates) and budget pressures. Therefore, leaders have to work strategically and proactively to ensure that Yew Tree is able to sustain its strong position despite the challenges it faces.</p>	<p><b>AUTUMN</b></p> <ul style="list-style-type: none"> <li>Leaders &amp; governors demonstrate awareness of key challenges, changes or priorities with actions being taken or planned to address these.</li> <li>Leaders make sure staff &amp; governors are well supported to do their jobs effectively.</li> <li>Leaders have a clear understanding of patterns &amp; trends in behaviour and have taken effective action to support staff in addressing needs.</li> <li>Staff are systematic and proactive in teaching pupils how to manage their behaviour.</li> </ul> <p><b>SPRING</b></p> <ul style="list-style-type: none"> <li>Leaders' actions have led to a culture of continuous improvement and there is demonstrable evidence of how school has adapted to meet any challenges or changes.</li> <li>The school is securely prepared for its next inspection with clear priorities identified.</li> <li>High quality leadership has a strong impact on behaviour policy, practice &amp; outcomes.</li> </ul> <p><b>SUMMER</b></p> <ul style="list-style-type: none"> <li>Leaders &amp; governors astute understanding of the school's context, strengths and weaknesses underpins their evolving response to priorities.</li> <li>Leaders &amp; governors highly effective leadership leads to consistently strong or better practice in all areas of the new Ofsted framework.</li> <li>The positive impact of leaders' actions has been sustained over time despite any challenges.</li> <li>The school's policy, culture &amp; practice have a strong/sustained impact on behaviour &amp; attitudes.</li> </ul>			



## CORE PRIORITY 3 ACTION PLAN

**Core Priority 3:** Ensure the school sustains a high quality of education & provision despite any challenges.

Actions	Lead Person	Budget 24/25 (if applicable)	Timescale	Monitoring	RAG Rating	Evaluation
Further develop opportunities to engage staff and governors in school improvement planning discussions (e.g. SLG facilitator around core priority discussions)	JB		Summer 1	Identified in MER overview which is reviewed half-termly by the Strategic Leadership Group		
Support & promote staff retention through ongoing wellbeing work and the embedding & transparency of long service awards.	JB	TBC	Autumn 1			
Consider succession planning through the embedding of leadership development work, e.g. 121s, shadowing opportunities.	JB	Release time - £7k CPD - £15k	Autumn 1 & ongoing			
Ensure continued self-reflection for HT & SLG to enhance their own leadership & personal development skills (e.g. though LA offer & beyond).	JB		Autumn 1 & ongoing			
Make further use of technology to support development or practice and provision, e.g. greater use of AI tools by teachers.	SLT	CPD - £15k	Autumn 1 & ongoing			
Refresh and embed coaching/mentoring toolkits available to staff to ensure they effectively support the development of provision and practice.	SLT	CPD - £15k	Autumn 1 & ongoing			
Evaluate & develop approaches to governance in order to maximise skills and streamline ways of working, e.g. strategic level summaries, organisation of committees etc (see Governance Action Plan)	JB & AF (with CoG)	Clerk time - TBC	Autumn 1 & ongoing			

Effectively utilise all members of SLG in driving school outcomes, e.g. by targeting areas of work/teaching touchpoints in order to maximise outcomes, support needs	RS	Leadership release time – £70k est.	Autumn 1 & ongoing			
Engage in the bi-annual external safeguarding audit (Incyte) and respond, as necessary, to any action points to ensure the school is well prepared for its next Ofsted inspection	SF	Incyte costs - £1.2k	Autumn 1 & ongoing			
Further evaluate approach to PPA & dedicated leadership time by consulting on and considering alternative structures (e.g. working from home)	JB & SLT		Spring 2			
Proactively prepare leaders (inc. governors) & staff in light of the new Ofsted framework through training, CPD and the publication of materials to support the school as it approaches its next inspection	JB	CPD - £15k	Autumn 1 & ongoing			
Evaluate and strategically consider future leadership & organisational structures in light of declining birth rates/budgetary pressures	JB		Spring 1 & ongoing			
Respond, as necessary, to local and national agendas (e.g. Breakfast Clubs) so that the school complies with all expectations without detrimental impact on pupils or provision	JB		Autumn 1 & ongoing			
Provide ongoing CPD, support & coaching so that staff manage behaviour consistently and effectively in order to reduce reliance on SLT and ensuring a greater understanding of their role in managing behaviour	RS & SLT	CPD - £15k Leadership release - £50k	Autumn 1 & ongoing			
Monitor the use of Zone Boards (and subsequent allocation of badges) to ensure this supports the development & recognition of positive behaviour	RS & SLT	Behaviour - £2.5k	Autumn 1 & ongoing			

Consider strategies to engage parents, and hold them accountable, in relation to their child's behaviour, e.g. inviting them into lessons, promoting Dojo points tracking	SLT		Autumn 1 & ongoing			
Provide regular feedback to staff about the quality of their behaviour logs on CPOMS in order to ensure highly effective monitoring and clear focus on next steps	SR & SLT		Autumn 1 & ongoing			
Embed consistency of action, amongst all staff, in all aspects of the behaviour curriculum , e.g. ensuring silent walking, shirts tucked in etc	SLT		Autumn 1 & ongoing			
Further develop & grow intrinsic behaviour & attitudes amongst pupils so that they behave well because it is the right thing and not simply due to rewards (ensuring, however, they appreciate the importance of getting to gold or achieving gold book etc)	RS		Autumn 1 & ongoing			
Introduce & develop the role of Play Leaders, alongside existing leadership opportunities, so that pupils play an increasingly active role in the school improvement priorities	MW	CPD - £15k	Spring 1			