Salhouse Church of England Primary School

School Improvement Plan

2026–2027

Headteacher: Hayley Sonnex

Chair of Governors: Graham Johnston

Review dates: Autumn w/c 19th October 2026 Spring w/c 22nd March 2027 Summer w/c 12th July 2027

Prepared for the 2026–2027 academic year

The SIDP sits alongside the EYFS action plan, English action plan and SEND Improvement and Development Plan.

Executive Summary

1.1 School Overview July 2026

Number of Pupils on Roll	130	Number of pupils eligible for pupil premium	14	Number of pupils with SEND. Support (K)	45
Most recent Ofsted grade	Requires Improvement	Staff turnover for the previous year	High	EHCP	10
Overall attendance	92.49%	Persistent absence	17.79% (23 pupils)	Percentage of pupils with English as an additional language (EAL)	
Budget information	2026–2027 in-year surplus	2027–2028 surplus	2028–2029 surplus		

Context

Salhouse C of E Primary School is a maintained church primary school in Norfolk and part of a federation with Neatishead C of E Primary School and Fleggburgh C of E Primary School. The school has experienced significant staffing and leadership change in recent years but is now in a more stable position. Leaders have invested heavily in curriculum development, behaviour, safeguarding and professional development. The school became a Read Write Inc. school in September 2025 and has strengthened provision through the appointment of a two-day-a-week SENDCo and new upper KS2 teachers in September 2026.

The school is expanding, with two new classrooms due by September 2027, and is preparing for a future one-form-entry structure. The school has high levels of SEND, a stable budget and a strong Christian ethos that underpins its work.

1.2 Vision, Mission and School Aims

Our School's Vision and Values

“Soar on wings”

We aim for our school communities to be happy and safe where everyone shares a love of learning. To support this aim we take strength and direction from Isaiah 40:31

“They will soar on wings like eagles; They will run and not grow weary, They will walk and not be faint.”

Our Christian values of Responsibility, Respect, Courage, Compassion, Perseverance and Trust underpin all we say and do, so that in God's Grace we can lay a solid foundation from where our children can, "soar on wings", having the strength to overcome challenges and to build for themselves full and purposeful lives.

To lay that solid foundation we will commit to:

- Ensuring we know the needs of all our children and providing inspirational teaching and empowering learning opportunities to meet their needs,
- Investing in and celebrating the uniqueness of each individual in our school community,
- Fostering and understanding that knowledge, wisdom and skills are achieved through hard work and perseverance,
- Demonstrating empathy, compassion and forgiveness so that we all have the courage to take risks and learn from our mistakes,
- Growing global citizens who value others and cherish themselves.

1.3 Inspection and External Review Areas for Development

- Raise achievement further, especially through greater depth and stronger consistency across the curriculum
- Ensure teaching is consistently strong in all classes, including mixed-age settings
- Improve attendance, particularly for pupils affected by SEMH
- Strengthen curriculum depth, application and independence in pupils' work
- Continue to strengthen SEND provision and adaptive teaching
- Embed governance challenge and strategic oversight as the school grows

2. Data Overview

2025 outcomes	**All**	**PP (3 pupils in Y6 and Y2, no PP in Y1 and 1 child in EYFS)**	**GD**	**2026 outcomes**	**All**	**PP**	**GD**
RWM combined	20%	33%	0	**RWM combined**	50%		
KS2 Reading	55%	66%	10%	**KS2 Reading**	75%		
KS2 Writing	40%	66%	5%	**KS2 Writing**	50%		
KS2 Spag	65%	66%	5%	**KS2 Spag**	60%		
KS2 Maths	40%	33%	0	**KS2 Maths**	60%		
KS2 Science				**KS2 Science**	80%		
Y4 MTC average	12.3			**Y4 MTC**	19.5		
Y1 Phonic screen	78%	No PP	N/A	**Y1 Phonic screen**	94%		
Y2 Phonic Screen Retake				**Y2 Phonic Screen Retake**	75% (4 pupils)		

KS1 Reading	61%	66%	0	**KS1 Reading**	65%		0
KS1 Writing	79%	66%	0	**KS1 Writing**	41%		0
KS1 Maths	79%	66%	5%	**KS1 Maths**	59%		0
EYFS	38%	0	N/A	**EYFS**	65%		N/A

Key findings

- Phonics outcomes improved significantly following the move to Read Write Inc.
- Mathematics fluency has strengthened, supported by Times Tables Rock Stars and the Angles Maths Hub.
- Early Years outcomes improved substantially in 2026.
- KS2 outcomes improved in reading, writing and mathematics, but the school still needs to strengthen consistency, particularly in wider curriculum depth and independence.
- Attendance dipped in 2025-26, with persistent absence linked to SEMH and anxiety.
- SEND remains a significant priority due to the high proportion of pupils on the SEND register.

3. Summary of Priorities

Priority 1 – Curriculum implementation and Teaching

To secure consistently strong curriculum implementation and teaching across the school, including in mixed age classes, so that teaching builds knowledge securely over time

Priority 2 - Greater depth and challenge

To increase the proportion of pupils, including disadvantaged pupils and those with SEND, who demonstrate greater depth of understanding and can apply knowledge independently across the curriculum.

Priority 3 - Assessment and responsive teaching

To use assessment more sharply so teachers identify gaps quickly and plan next steps with precision, especially in writing and foundation subjects.

Priority 4 - SEND and inclusion

To further strengthen SEND provision through centralised resources, regular in-class support, and consistent adaptive teaching across all classes.

Priority 5 - Attendance, behaviour and personal development

To improve attendance, sustain improved behaviour and deepen pupils' personal development through consistent systems, leadership opportunities and enrichment.

3.1 Inclusion Strategy Link

This plan is closely linked to the school's inclusion strategy. The priorities for SEND, pupil premium, attendance and adaptive teaching reflect the school's commitment to removing barriers and ensuring that all pupils can access the curriculum successfully. Funding and staffing are used to support early identification, intervention, in-class adaptation, parental partnership and targeted support.

Area: Curriculum and teaching						
Priority 1: Curriculum implementation and Teaching **To secure consistently strong curriculum implementation and teaching across the school, including in mixed age classes, so that teaching builds knowledge securely over time**						
Objective	**Success Criteria**	**Actions**	**Resources**	**Time Frame**	**Monitoring/Evaluation**	**RAG**
1.1 Increase the use of adaptive teaching strategies	All teachers are using scaffolded tasks during learning walks. Planning shows that all abilities and needs have been considered.	SENCO to lead refresher CPD on adaptive teaching strategies each term All staff to have adaptive teaching training with VNET on September PD days. Create a bank of scaffolding templates for different subjects	Staff meetings, PD Days Access to the EEF Adaptive Teaching Toolkit Cost of printing resources	By November 2026 By January 2027	SLT to monitor as part of monitoring cycle. Short drop ins by SLT and subject leaders to take place regularly. This also forms part of the SEND improvement and development plan for 2026-27.	
Progress		Impact		Next Steps		
1.2 Embed retrieval practice into lessons	Lesson drop-ins show activities that improve retention by a question or	Staff meeting on retrieval using training from National College	Staff meeting	By October 2026	SLT to monitor as part of monitoring cycle and learning walks. Learning walks check that retrieval tasks are ‘closed book’ to ensure active memory generation. Evidence of retrieval should also be seen in books. Pupil voice interviews show pupils can recall prior learning.	

	intriguing activity which links to prior learning.	Expectations shared with staff at the start of the year. Use staff meeting time to explore the placement of retrieval practice in the lesson and types of retrieval activities.				
Progress		Impact			Next Steps	
1.3 Improve the quality of classroom questioning	Teachers are consistently using techniques such as cold-calling and think-pair-share from Walkthrus so all pupils are participating and there is less of a hands up culture	Staff to engage in Walkthrus and the VNET project Effective Questioning in National College to form part of a staff meeting. Discuss sentence stems with staff to scaffold pupils answers *eg I agree with because* which can be displayed Train staff in Pose-Pause-	Staff meeting time Cost of VNET membership and copies of Walkthru text for new staff	By December 2026	SLT to monitor questioning. Lesson walks show alternative strategies to hand raising being used. Leaders will check that there is 'wait time' and that there is a distribution of questions across the room. Walkthru lead will also monitor questioning as part of VNET project. Pupil voice interviews will ask pupils '*what happens when you don't know an answer?'* The aim being that children feel safe to try. By January 2027 learning walks will show that teachers routinely bounce questions to deepen talk rather than accepting one-word answers.	

		Pounce-Bounce to stretch pupil answers				
Progress		Impact			Next Steps	
1.4 Objectives are clear and pupils know what needs to be learned	Pupils can articulate what they are learning and objectives are clear in books	Share expectations with staff at the start of the year.	September PD days	By September 2026	SLT to monitor	
Progress		Impact			Next Steps	
1.5 Ensure the lesson has an engaging start (The Hook) to maximise learning time and secure pupil attention	Lesson starts are engaging and captivates pupils' attention Lessons start promptly Clear routines in place	Expectations shared with staff at the start of the year Teachers use sensory or narrative hooks eg a mysterious letter from a book character or an artefact.	September PD Days	By September 2026	SLT to check the first 5 minutes of lessons for immediate engagement.	
Progress		Impact			Next Steps	

1.6 Ensure learning is active and that activities are varied	Pupils are active in their learning and a wide range of tasks are used	Staff meeting time to discuss what is meant by active learning and what staff are already using. Teachers to use physical movement where appropriate eg Gallery Walks Teacher talk time minimised Paired talk used Teachers use whole class response systems such as finger voting for multiple choice questions or show me boards to eliminate passive listening Concrete resources available in maths lessons	Cost of Mini whiteboards and dry wipe pens where there are gaps	By January 2027	SLT lesson drop ins and book looks show evidence of active learning and a range of tasks	

Progress	Impact	Next Steps

Objective	Success Criteria	Actions	Resources	Time Frame	Monitoring/Evaluation	RAG
1.7 Review plans in the core and foundation subjects, with a focus on mixed-age progression and coverage	Curriculum sequencing is secure in core and foundation subjects Teachers can explain how planning is adapted for mixed-age classes without reducing ambition	Staff meeting time in autumn term for teachers with the same year groups to meet together Subject leads to focus on parity across year groups as part of monitoring	Staff meeting time and subject leader release time	Autumn term	Learning walks, pupil voice and book scrutiny	
Progress		Impact			Next Steps	
1.8 Revisit curriculum end points and sequencing in all subjects, ensuring micro-skills are not missed	Curriculum intent is translating into strong classroom practice	Termly staff meetings to revisit curriculum objectives	Staff meeting time and subject release time	All year	Learning walks, pupil voice and book scrutiny	
Progress		Impact			Next Steps	

1.9 Implement whole school Nelson Handwriting Scheme	Clear progression in handwriting and greater teacher confidence in teaching handwriting Improvement in pupils handwriting	Launch new scheme in September	Staff meeting time and subject release time	All year	Learning walks, pupil voice and book scrutiny English subject lead	

Progress	Impact	Next Steps

1.10 Continue to develop RWI from Reception through quality first teaching	Continued improvement in Phonics screening in Year On and Year Two	LM to lead through coaching	Staff meeting time and subject release time	All year	Learning walks, pupil voice, ongoing assessment	

Progress	Impact	Next Steps

Area: Achievement
Priority: 2 Greater Depth and Challenge

To increase the proportion of pupils, including disadvantaged pupils and those with SEND, who demonstrate greater depth of understanding and can apply knowledge independently across the curriculum.

Objective	Success Criteria	Actions	Resources	Time Frame	Monitoring/Evaluation	RAG
2.1 Define what greater depth looks like in each subject	Subject leaders and teachers are clear on what greater depth looks like	Using staff meeting time look at each subject in turn and share model work examples Subject leads to collect examples of greater depth work as part of their monitoring	Staff meeting time and subject release time	Autumn term, but on-going throughout the year	Staff discussions, book scrutiny, subject leader files	
Progress		Impact			Next Steps	
2.2 Audit task design in reading, writing maths and foundation subjects to ensure challenge is built in	Teacher planning shows greater depth is built in	Teachers to use questioning and task design to extend most able pupils (links to 1.3)	Staff meeting time	Termly	SLT monitoring of planning	
Progress		Impact			Next Steps	

2.3 Identify pupils capable of greater depth and track their challenge and attainment more closely	Teachers have a greater understanding of what individual pupils need to achieve GD	Pupil Progress meetings focus on GD	Pupil Progress meetings	Termly	Pupil progress meetings and data analysis	
Progress		Impact			Next Steps	
2.4 Ensure greater depth is a focus in every round of monitoring	Greater depth is evident in learning walks and book scrutiny	Leaders and Governors focus on GD as part of monitoring other areas	Subject leader release time	On-going	Monitoring notes and governor monitoring. Challenge should be visible in books, discussions and assessments	
Progress		Impact			Next Steps: Develop pupil self-awareness of challenge and success (spring)	

Area: Curriculum and Teaching						
Priority: 3 **To use assessment more sharply so teachers identify gaps quickly and plan next steps with precision, especially in writing and foundation subjects.**						
Objective	**Success Criteria**	**Actions**	**Resources**	**Time Frame**	**Monitoring/Evaluation**	**RAG**
3.1 To develop AFL strategies in each lesson so that	Gaps are identified quickly and addressed in lessons. Teachers use assessment information to plan next steps more precisely	Spend time at a staff meeting discussing which AFL strategies staff already use and discuss other ideas: Hinge questions ABCD/Mini whiteboards Think-pair-share with "cold call" Live marking Live guided groups where the teacher brings 4-5 pupils who struggled with the starter or previous lesson to a "guided table" for a 10 minute intense coaching session Gallery walk/under the visualiser Retrieval quizzes Flash card checklists Exit tickets-before lining up, pupils must write the answer to a single question on a sticky note	Staff meeting time	Autumn term	SLT to monitor AFL strategies and impact	

Progress			Impact		Next Steps	
3.2 Ensure staff are using assessment grids developed for foundation subjects to inform future planning	Teachers have an understanding of pupil attainment in each subject, and next steps. Subject leaders have an understanding of misconceptions.	Ensure dates for submitting grids each half term are planned in advance. Ensure new staff have access to grids and understand expectations	Staff meeting time where appropriate	Autumn term and throughout the year	Subject leads to include analysing grids as part of their monitoring. SLT to check grids are submitted.	
Progress			Impact		Next Steps	
3.3 Use assessment information more sharply in pupil progress meetings, particularly for vulnerable pupils.	Teachers bring specific evidence to PPM such as precise barriers eg phonics gaps, working memory issues or engagement Moderation and book looks show that the teaching adjustments agreed upon in PPMs are	Ensure expectations are clear so staff are prepared for the meeting Ensure there is a 'vulnerable pupil first' focus at the PPM	Pupil progress meetings	Autumn 2 and throughout the year	Termly PPM evaluation by SLT Work scrutiny focussing solely on the books of vulnerable pupils Triannual analysis of intervention impact data.	

	clearly visible in vulnerable pupils; daily books and learning journey. Diminishing differences in progress scores between vulnerable groups and non-vulnerable cohorts term-on- term.					

Progress	Impact	Next Steps

Objective	**Success Criteria**	**Actions**	**Resources**	**Time Frame**	**Monitoring/Evaluation**	**RAG**
3.4 To tighten writing assessment, moderation and next step planning	Staff have regular opportunities to discuss Writing with colleagues and feel confident about next steps for pupils.	Staff to complete writing grids for each child. Staff to use Big Writes to capture independent writing Staff to have fidelity to Literacy Tree	Staff meeting time to meet with federation colleagues in Autumn and Spring terms, and meet with cluster colleagues in the Summer term.	Termly	SLT to carry out writing book scrutiny and moderation notes. Subject lead to monitor writing.	

Progress	Impact	Next Steps

3.5 Strengthen the use of assessment so teaching is more precisely matched to pupils' starting points and next steps.	Assessment information is used routinely to identify gaps, plan next steps and adapt teaching. Pupils who need additional support are identified quickly and receive timely, focused teaching.	Review assessment information with teachers. Check whether assessment is leading to precise teaching, adaptation and support for individuals and groups.	Pupil work, planning documents and staff discussion time.	Autumn term but re-visit each term	Evidence from assessment review, book scrutiny and professional dialogue shows whether teaching is becoming more precisely matched to need.	
Progress:			Impact:		Next steps:	

Area: Inclusion						
Priority: 4 SEND and Inclusion To strengthen SEND provision so that adaptive teaching, resources and in-class support remove barriers and enable pupils with SEND to access ambitious learning successfully.						
Objective	**Success Criteria**	**Actions**	**Resources**	**Time Frame**	**Monitoring/Evaluation**	**RAG**
4.1 Provide targeted CPD on adaptive teaching, (see also 1.1)	Staff are more confident in adapting work so pupils with SEND make	Time given to train teachers in adaptive teaching and the EEF Guide to	Sept PD day vnet training on adaptive teaching,	Big focus in autumn 1 but revisit in the spring and summer terms	SENCO and SLT monitoring	

sensory support and classroom adjustments	stronger progress and participate more confidently in lessons. Support plans are understood and used by teachers. Adaptations remove barriers without lowering expectations. Pupils with SEND can explain their learning and show progress in their work.	Inclusive teaching	staff meetings led by SENCO			
Progress:		Impact:			Next steps:	
4.2 Increase in class support and observation by the SENCO	Teachers are more confident in adapting work for pupils with SEND.	SENCO works regularly in class to model and review adaptations	SENCO time, teacher discussion time, SEND support plans, pupil work.	Termly	SENCO discussion, work scrutiny and support-plan review show that adaptations are increasingly precise and effective.	
Progress:		Impact:			Next steps:	

4.3 Tighten individual learning plans and introduce class provision maps and baseline assessments.	Progress is easy to track	SENCO to present new documents to staff on September PD days and support staff in completing them where necessary.	Cost of Salford Reading Test, Parallel spelling and Basic Number.	Launch on 3/9/26	SENCO monitoring	
Progress		Impact			Next Steps	
4.4 Provide greater support for pupils with SEMH	Improved behaviours for learning, Improved wellbeing and happiness of children.	Purchase Hamish and Milo SEMH curriculum for September 2026. Create Pastoral Lead role for September 2026. Establish The Nest as a nurture base with Pastoral Lead confident in delivering support.	£545 for Hamish and Milo	Launch in September 2026	SENCO to work closely with Pastoral Lead. Pupil Voice/Parent Voice	
Progress		Impact			Next Steps	

4.5 To introduce Precision Teaching in KS2	Support staff are confident in delivering precision teaching	EPSS training in September PD day	Meeting time	Launch in September 2026, but review progress each half term.	SENCO to monitor impact	

Progress	Impact	Next Steps

Area: Attendance and Behaviour and Personal Development and Well-being						
Priority: 5 Attendance, Behaviour and Personal Development To improve attendance, sustain improved behaviour and deepen pupils' personal development through consistent systems, leadership opportunities and enrichment.						
Objective	**Success Criteria**	**Actions**	**Resources**	**Time Frame**	**Monitoring/Evaluation**	**RAG**
5.1 Strengthen attendance, monitoring and early intervention for pupils at risk of persistent absence	Attendance improves for vulnerable pupils and persistent absence reduces.	Monitor each half term and send out letters and invite families for meetings where there are concerns around attendance.	EHT time	Each half term	EHT/EDHT	

Progress	Impact	Next Steps

5.2 Continue to work with families, the LA and external agencies to support SEMH related attendance	Attendance improves for pupils with SEMH difficulties	Pastoral Lead to support pupils with transition into school and make use of The Nest and Hamish and Milo. SLT to book TSM each term	LA support and pastoral time	All year	Case studies, attendance reviews	
Progress		Impact			Next Steps	
5.3 Revisit the behaviour policy and Paul Dix approach with all staff, including new colleagues.	Behaviour is calm and pupils are focused on learning	Revisit expectations in a staff meeting in September 2026. Ensure new staff are given a copy of the Behaviour Policy and 'When the adults change'	Meeting time and cost of copies of books if needed.	Autumn 1 but refresh throughout the year.	Behaviour learning walks and monitoring of incidents on CPOMs.	
Progress		Impact			Next Steps	
5.4 Clarify the role of House Captains and improve leadership opportunities for pupils	House Captains have leadership responsibilities	Choose new House Captains and allocate responsibilities. Organise half termly meetings with House	N/A	Autumn 1 and each half term.	SLT oversight and pupil voice	

		Captains and SLT Allocate buddies from Herons class for new Reception children				
Progress			Impact		Next Steps	
5.5 Expand clubs and enrichment opportunities	Pupils benefit from a wider range of clubs and enrichment opportunities	Introduce new clubs such as Musical Theatre and choir. Class teachers to organise 2 enrichment opportunities each year eg trips or visitors Create floor books in each class to show enrichment. Create a display to show enrichment.	Cost of TA time to run Musical Theatre	On-going throughout year	SLT to monitor and look for new opportunities	
Progress			Impact		Next Steps	

Optional:

4. Professional Development Needs 2026–2027

List training needs for the year, linked priorities, intended impact, staff groups involved, delivery method and approximate costs.

5. Resource Allocation Summary

Identify the budget lines, grants or external funding sources that support the school improvement priorities, including pupil premium, SEND/inclusion funding and premises or capital allocations where relevant.

6. Premises Development Plan

Summarise planned school, site, accessibility, health and safety, grounds or redecoration developments for 2026–2027.

7. Parent/Carer and Pupil-Friendly Summary