

# WRENINGHAM CE VC PRIMARY SCHOOL

## SIDP 2025-2026



**1 Corinthians 12:12,**  
*"There is one body, but it  
has many parts. But all  
its many parts make up  
one body."*

Version 9/9/25

# Together Everyone Achieves More

## SCHOOL CORE VALUES

With a Church of England foundation, our school is underpinned by our Christian values of Stewardship, Courage, Hope, Forgiveness, Friendship, Compassion, Thankfulness, Kindness, Respect, Love, Service, and Perseverance.

## OUR VISION

The school motto **Together Everyone Achieves More** is central to our vision: Wreningham Primary serves its community with children, parents, staff and governors working together so that all pupils are safe, happy, keen to learn and able to achieve their very best within our Church school

## AIMS

- As a school with a church foundation, the Christian values of stewardship, courage, hope, compassion, forgiveness and friendship, underpin everything we do.
- We work hard and inspire children with the highest quality teaching.
- We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school – to build upon and develop individual strengths and talents.
- Every child is ‘someone’ in our school.
- Our curriculum aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The curriculum is planned to enable all pupils, including vulnerable pupils, and those with learning difficulties, to flourish both academically and spiritually.
- We have a culture in which the pupils’ achievements and successes are celebrated. We have a commitment to success for all.
- We help our pupils to be creative, independent learners and thinkers.
- We nurture and encourage the pupils and have happy children who feel safe in their school.
- We aim to promote sustainability and an awareness of ECO and global issues; and British values – democracy, respect, tolerance of different faiths and beliefs.
- We value the contribution the children make to the life of our school and have a School Council, an Eco Council and an Online Safety Champion Group.
- We believe good teamwork and positive partnerships with individual children, the whole class, our colleagues, with governors, parents and the wider community, leads to effective teaching, high standards and successful learning.
- We have positive dispositions, with laughter and happiness in our school.
- We continue to develop our deep understanding of children and their learning.
- We are an outward-looking school with links to many schools and professional networks in the county, making our school an exciting and vibrant learning environment.

- We support pupils to explore spiritual themes and reflect on their big questions about life and existence.

## LONG TERM STRATEGIC PLAN 2023-2027

	<p>Y1 92.8% pupils reaching the expected standard in phonics</p>	<p><b>What we are good at...</b></p> <p>Strong relationships with our parents</p>	<p>Being an ECO Green Flag School is something we are all very proud of. We continue to work hard to protect our environment and achieve our next Green Flag.</p>
	<p>The school has a very good reputation for sport. Pupils continue to learn a wide range of sports and the school offers many different sports clubs for children to enjoy.</p>	<p>The school ethos nurtures and encourages all pupils. We have happy, polite pupils who feel safe in their school, ready and keen to learn.</p>	<p>Being a Church School is very important to us. We have collective worship every day and continue to have children lead the school collective worship.</p>
	<p>We successfully achieved our Gold REQM in the Autumn Term 2024</p>	<p>Attendance rates above national and consistently strong.</p>	<p>We are an outward-looking school with links to many schools and professional networks in the county.</p>
<p><b>Priority 1</b></p>	<p><b>2025-2026</b></p> <p>Teaching is good or better across the school and all pupil groups make progress.</p>	<p><b>2026-2027</b></p> <p>Teaching is good or better across all the school; all pupil groups make good progress.</p>	<p><b>2027-2028</b></p> <p><b>Ensure teaching remains consistently good and outstanding across the school.</b></p>
	<p>Teach a broad, balanced and ambitious curriculum to every child</p>	<p>Teach a broad, balanced and ambitious curriculum to every child.</p>	<p><b>An ambitious curriculum in place built upon clear aims, values, and a defined purpose, implemented successfully and regularly reviewed.</b></p>
	<p>Pupils start secondary school as confident, fluent readers, able to engage with the challenges of a wider curriculum (The Reading Framework 2021).</p>	<p>Pupils start secondary school as confident, fluent readers, able to engage with the challenges of a wider curriculum (The Reading Framework 2021).</p>	<p><b>Pupils can engage with the curriculum in secondary schools confidently as fluent readers.</b></p>
	<p>Pupils write with confidence, accuracy and creatively. They write with confidence for a range of purposes and audiences and leave Wreningham fully prepared for their secondary Education.</p>	<p>Pupils write with confidence, accuracy and creatively. They write with confidence for a range of purposes and audiences and leave Wreningham fully prepared for their secondary Education.</p>	<p><b>Pupils start secondary school able to write with confidence and accuracy. Pupils are creative writers who have increasing stamina.</b></p>
	<p>Pupils have a sense of excitement and curiosity about the world around them and through different types of science enquiries answer scientific questions about the world around them. Pupils' disciplinary knowledge is mapped and is a focus in science lessons.</p>	<p>Pupils have a sense of excitement and curiosity about the world around them and through different types of science enquiries answer scientific questions about the world around them. Pupils' disciplinary knowledge is mapped and is a focus in science lessons.</p>	<p><b>Pupils enjoy science and have developed the necessary skills, attitudes, disciplinary and substantive knowledge, for success in science in secondary school.</b></p>

	Pupils have fluency in maths and a deeper understanding of mathematical concepts.	Pupils have fluency in maths and a deeper understanding of mathematical concepts.	<b>Pupils will have developed a solid foundation for future mathematical learning in secondary school. This includes fluency, ability to reason mathematically, and problem-solving skills.</b>
	The school's REQM reflects the high quality RE provision in school.	The school's REQM reflects the high quality RE provision in school.	<b>The school has achieved a high standard in religious education, demonstrating excellence in teaching, learning, curriculum, and subject leadership. SIAMS/</b>
	Pupils are actively engaged in environmental work in the school, local community and beyond, helping to protect the planet.	Pupils are actively engaged in environmental work in the school, local community and beyond, helping to protect the planet.	<b>The school continues to demonstrate a deep commitment to environmental responsibility and continues to be awarded the Green Flag ECO Award.</b>
Priority 2	Good school attendance and punctuality is established so that all pupils benefit from the education and experiences the school offers.	Good school attendance and punctuality is established so that all pupils benefit from the education and experiences the school offers.	<b>Pupils' attendance is high.</b>
	Pupil leadership roles established and effective in providing meaningful roles in school (e.g. dinner executives, peer mediators, school council), helping pupils to become responsible and contribute to the whole school.	Pupil leadership roles established and effective in providing meaningful roles in school, helping pupils to become responsible and contribute to the whole school.	<b>Pupil leadership roles established enabling pupils to develop skills and values integral to the school e.g. service, stewardship, respect, kindness. Personal development remains exceptional.</b>
	A calm and orderly environment exists throughout the school and in classrooms enabling pupils to learn.	A calm and orderly environment exists throughout the school and in classrooms enabling pupils to learn.	<b>The school has high expectations of pupils' behaviour and conduct. Rules and routines are well established. Throughout the school, pupils behave well and treat others with respect.</b>
	Pupils' motivation and positive attitudes to learning is evident throughout the school.	Pupils' motivation and positive attitudes to learning is evident throughout the school.	<b>Pupils' persistence, motivation and a love for learning, lead to better outcomes and overall well-being. A culture of positive, 'can do' attitudes to pupils' learning is established and evident throughout the school.</b>
Priority 3	The distinctive character and foundation of the school as a church school remains at its core.	The distinctive character and foundation of the school as a church school remains at its core.	<b>The school's identity and purpose as a church school are central and unchanging. The school's values, beliefs, and practices are deeply rooted in its Christian foundation.</b>
	A consistent whole school approach to mental health and wellbeing exists. SEMH is a strength with all staff skilled to manage these needs	A consistent whole school approach to mental health and wellbeing exists. SEMH is a strength with all staff skilled to manage these needs	<b>A whole school approach to mental health and wellbeing exists, and a supportive school and classroom climate helps ensure children develop and thrive.</b>
	RSHE curriculum embedded and supporting children to have positive healthy relationships.	RSHE curriculum embedded and supporting children to have positive healthy relationships.	<b>The RSHE curriculum supports children in developing positive and healthy relationships.</b>
	The platinum School Games mark evidences the strength and quality of Physical Education, and school sport through the school.	Excellent PE provision continues for all pupils and the school retains its School Games mark.	<b>Excellent PE provision continues for all pupils and the school retains its School Games mark.</b>

<b>Priority 4</b>	Safeguarding practices in school are robust and a safe environment exists for all children to thrive.	Safeguarding practices in school are robust and a safe environment exists for all children to thrive.	<b>A safeguarding culture exists where the well-being and safety of all children are prioritized, with staff trained to recognize and respond to potential concerns, and collaborating effectively with families and other relevant agencies.</b>
	<b>Staff performance management targets align closely to the SIDP.</b>	<b>Staff performance management targets align closely to the SIDP.</b>	<b>Staff performance management is supportive of the school aims and</b>
	Redevelop the pupils' toilets	<b>Pupils' toilets are fit for purpose. They are safe, accessible, and meet the needs of the children. They are clean and well-maintained.</b>	
	Effective Governance continues, supporting the school to have a positive impact and better outcomes for all its pupils and to create accountability for educational and financial performance.	Effective Governance continues, supporting the school to have a positive impact and better outcomes for all its pupils and to create accountability for educational and financial performance.	<b>Effective Governance continues, supporting the school to have a positive impact and better outcomes for all its pupils and to create accountability for educational and financial performance.</b>
	Redevelop the mobile classrooms	Redevelop the mobile classrooms	<b>Redevelop the mobile classrooms.</b>
	Continue to embed writing for pleasure to improve early learning goal outcomes. Evaluate the mastering number programme.	Continue to embed writing for pleasure to improve early learning goal outcomes. Evaluate the mastering number programme.	<b>Continue to embed writing for pleasure to improve early learning goal outcomes.</b> <b>Evaluate the mastering number programme.</b>

## KEY PRIORITIES 2025/2026

Ensure a smooth transition takes place in the interim period between Headteachers

Maintain the distinctive character and effectiveness of the school as a church school.

To teach a broad, balanced and ambitious curriculum to every child

Ensure high standards of teaching and learning is evident in every classroom

Support all pupils to progress rapidly in English across the school

Continue developing the mastery approach to the mathematics curriculum

# WHAT THE PARENTS SAY...

Wreningham V.C. Primary School Parent Questionnaire 2024 – 80 responses

**100% Parents Agree/ Strongly Agree:** My child is happy at Wreningham VC Primary School; My child feels safe at this school; The school has high expectations of good behaviour; I would recommend this school to another parent; The school website and newsletters provide me with clear information about what has been happening in school and about future events.

**98.75% Parents Agree/Strongly Agree:** I believe my child has made good progress since the start of this academic year; The school has a curriculum which engages the interests of my child; The school deals effectively with bullying.

## SCHOOL IMPROVEMENT AND DEVELOPMENT PLAN 2025-2026

\* The plan is RAG rated – outcomes are coloured coded Red (Yet to Start), Amber (Ongoing or Working Towards) Green (Achieving/Achieved).

Priority 1	Ensure a smooth transition takes place in the interim period between Headteachers.						
Rationale (Why are we doing this?)	To maintain school effectiveness and minimize disruption during the leadership change. To ensure the school meets any legal requirements and helps build trust with parents and guardians re. data protection						
Success Criteria	Staff and parents have regular updates on the progress of recruiting a new Headteacher and any key decisions being made. The Acting Headteacher has a high profile with parents including on the playground at drop-off and pick-up. The Acting Headteacher ensures the day-to-day management and operation of the school is highly effective. Staff understand school safeguarding procedures and a culture of safeguarding in the school exists.						
Intended Outcomes	Actions	Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evaluated By	R A G
1. Staff positions confirmed and staffing structure in place ready for September 2025	Confirmed staffing structure Aut Term, changes to include: Mrs Burrett Aut. term to drop her TA hours and to be the teacher one day/week every Friday in class 2. Mrs Davies to be the senior teacher on site one day/week every Friday, paid on the Leading Practitioner Pay Range: her teaching contract for the remaining 2 days Wednesday/Thursday is as before. Ms Leader to be Acting Headteacher, paid on the Leading Practitioner Pay Range, 4 days/week. Ms Watkins to drop her TA hours and to be the full-time teacher in class 1. Mrs Martins, TA, hours to increase to 22.5hrs.	Interim Headteacher JL	(Refer to school budget)	Autumn team	Acting Headteacher JL	School Governors/ H/t	
2. Subject leaders confirmed and in place for September 2025	Science, English, LW Phonics, Reading: Beth Furness RSHE, MFL, ECO, Art & Design, History: Colleen Cameron Geography, School Library: Lynsey Watkins D&T, Computing, P.E., Y6 transition to High School: Rob Hodge Maths, SENCO support: Caroline Davies SENCOS, R.E., Pupil Data, EVC, School Council: Julie Leader	Interim Headteacher JL		Autumn Term	Acting Headteacher JL	School Governors/ H/t	

3. Ensure safeguarding procedures across school are highly effective	The school meets statutory requirements for safeguarding children: KCSiE 2025 whole school training is delivered 1/9/25. Beth Furness/Lynsey Watkins train all staff on Step ON: positive behaviour strategies, de-escalation techniques, and the safe use of non-restrictive physical interventions 2/9/25	Acting Headteacher JL	1/2 Sept INSET Day CPOMS subscription	Autumn Term	Acting Headteacher JL	School Governors/ H/t	
4. Day-to-day management and operation of the school is highly effective	VNET in school to work alongside Ms Leader SIDP 2025/2026 in place and used as a working document Weekly staff meetings held leading the school forward	Acting Headteacher JL	VNET subscription £3200	Ongoing School year 2025/2026			
5. School handles all personal information responsibly, transparently, and in accordance with legal standards	INSET day all staff to attend online data protection training. All staff complete cyber security training for school staff in Aut term staff meeting.	Ms Leader Data Protection Education James England	£1236	Inset day 1/9/25			

<b>Priority 2</b> <b>Maintain the distinctive character and effectiveness of the school as a church school.</b>							
Rationale (Why are we doing this?)	The school foundation, CEVC, Church of England Voluntary Controlled, is integral to the school's character. The school has a new Acting Headteacher and R.E. subject lead from September, Ms Leader.						
Success Criteria	Christian values remain embedded and integral to the school. The school nurtures not just academic and emotional intelligence, but also spiritual intelligence, fostering a sense of awe and wonder, and promoting positive values like love, respect, and compassion. High quality RE is taught across the school: the school retains its RE Gold Mark. 'Personal development is exceptional' Ofsted April 2025. The school continues to ensure personal development remains exceptional – children's spiritual, moral, social, cultural, emotional and physical development. Children equipped with the skills, attitudes, knowledge, to thrive in school and in their future lives.						
Intended Outcomes	Actions	Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evaluated By	R A G
Pupils explore the big ideas of religion and think about what matters in their own lives. Develop pupils' religious literacy.	RE curriculum collapse weeks each half term taking a multidisciplinary approach combining theology, philosophy and human/social sciences. Pupils explore major world religions and beliefs by engaging in big enquiry questions e.g. Does religion help people to be good? What can we learn from religions about deciding what is right and wrong? Is it right to forgive? Half day Jewish workshop led by Deborah Carpenter	RE Subject Lead JL	Purchase high quality RE resources Budget - £100 £150	Autumn term onwards	Subject Lead All staff in staff meetings sharing pupils' RE books	Acting Headteacher	
Develop children's understanding of Christianity and provide a space for spiritual reflection, moral development, and the exploration of values.	Daily collective worship takes place based on one school value each half term. Values: Thankfulness, Kindness, Respect, Love, Service, Perseverance, Compassion, Hope, friendship, Forgiveness, Stewardship and Courage. Pupils lead a collective worship each half term. <b>RE ambassadors</b> Themes of right and wrong, justice, fairness, concern for others etc. are explored. A sense of awe and wonder about the world and a respect for	JL Acting Headteacher All staff lead collective worship		Ongoing	Governors alongside Acting Headteacher	Acting Headteacher	

	others and their beliefs are fostered. Stories about inspirational figures are shared. The school prayer is recited daily. Hope Church to lead Collective Worship each half term. Church representatives to lead Collective Worship each half term.	Elisabeth Louis					
School to continue its strong links with the church.	Children to attend a regular church service each term. Different classes join the congregation for a service. School holds a Christingle and Easter service at Wreningham All Saints Church. Church representatives lead collective worship half-termly and are invited to the Harvest Festival and to hand out the Year 6 leavers' Bibles.	JL Acting Headteacher links with Lesley Cox & Christine Minns		Ongoing		Acting Headteacher	
A dedicated space for pupils to explore faith, spirituality, and life's big questions.	Prayer Space used to provide opportunities for children to discuss feelings, values and beliefs, provide moments of stillness, reflection, guided visualisation. Children given the chance to put into words what they feel; things they might not usually get a chance to talk about. A reflective garden is being developed to give the children an outdoor space to relax and reflect.	JL Acting Headteacher/ all staff		Summer Term			
Prepare for SIAMS inspection November 2026	Review the School Vision – Do we all share the same vision? How does the school's theologically rooted Christian vision enable pupils and adults to flourish? Review the effect of Christian Values in school life - How does the curriculum reflect the school's theologically rooted Christian vision? How is daily collective worship enabling pupils and adults to flourish spiritually? How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education?)	JL RE lead	Liaise with diocese – DSSO, Chris Allen Head of Cringleford school (H/T mentor)	Throughout the year	Governors - Chair	SIAMS inspection	

<b>Priority 3</b> <b>Teach a broad, balanced and ambitious curriculum to every child</b>							
Rationale (Why are we doing this?)	Ensure pupils' recall of key knowledge is consistently and sufficiently secure (Ofsted 2025) ensuring pupils know how knowledge within a subject is created, developed, and applied i.e. disciplinary knowledge Continue to develop practical ways to teach the curriculum. A curriculum that promotes critical thinking, problem-solving, and creativity. A curriculum coherently planned and sequenced towards cumulatively sufficient knowledge						
Success Criteria	A curriculum in place that develops the necessary knowledge, skills, and attitudes for success in pupils' education and future lives						
Intended Outcomes	Actions	Who is Responsible	Resourcing/ Finance/ Time	Timescale	Monitoring By	Evaluated By	R A G

<b>ART &amp; DESIGN</b>	Monitor the implementation of the art & design curriculum collecting evidence re. pupils' voice, book look, the breadth of the curriculum.	Subject leader CC	Staff Meeting  Funding for 1 day release - monitoring	Autumn Term	Subject Lead FADE sheet All staff in staff meeting	Governor RS committee	
	Develop the use of sketch books as a tool to producing quality artwork.	Subject leader	Staff Meeting	Spring Term	Book Look FADE sheet	H/T feedback to RS committee	
<b>GEOGRAPHY</b> Pupils develop detailed knowledge and skills across the geography curriculum and consequently achieve well.	Look for ways to make the geography curriculum more practical. Update the map and amend accordingly. Ensure geography is being taught in sequence to the plan and that it fulfils National Curriculum requirements.	Subject leader LW	Staff Meeting  VNET geography network  Funding for 1 day release - monitoring	Summer Term	Subject Lead	Governor RS committee	
	Ensure ongoing completion of Geography School Assessment Sheets, tracking pupils' learning across the subject.	Subject Leader		Summer Term	Headteacher Subject Lead		
	Check pupils' understanding of geography vocabulary and update geography subject word lists in long-term plan. Check usage in class.			Summer Term	Book Look Pupil's Voice		
<b>MUSIC</b>	Evaluate the Year 1 music programme. Re-write year 2 of the music rolling programme	Music subject Lead/ Music teacher JL		Ongoing	Subject Leader Jo Lattimore	Pupil survey	
	Explore the new Charanga scheme and integrate within the existing music scheme	Music subject Lead JL	Staff Meeting (subsidised by Norfolk Music service)	Sept			
	Develop peripatetic music tuition	Music subject Lead	Pupil premium	Ongoing			
<b>DESIGN &amp; TECHNOLOGY</b>	Cooking- Embed a quality DT cooking class for each class in their DT long term plans	All staff		Ongoing		Governors RS committee	
	Codable control systems – e.g. mini robots. Explore codable and control systems in D&T – links to Wymondham High. Research STEM site for recommended codable kits. Review curriculum and resources	Subject Lead RH	Purchase lego robotics	Spring			
<b>SCIENCE</b> Pupils develop essential	Focus on pupils working scientifically:	Subject Lead BF	Plan INSET	Ongoing starting in	Book Look Pupil interviews		

scientific skills supporting their understanding and critical thinking in science.	Identify enquiry skills in the curriculum map: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results, evaluating. Share Science books, evidencing enquiry skills.		Funding for 1 day release - monitoring  Staff meeting	the Autumn Term		
Pupils learn to use a variety of approaches to answer relevant scientific questions.	Teachers plan science lessons that enable pupils to ask questions and work scientifically, carrying out tests to find answers.	BF			Bool Look CF with curriculum plans	H/T feedback to governors
<b>Outdoor Areas</b> Create further green spaces in the outdoor areas in class 1 & 2 to enhance learning opportunities	Teachers plan more planting to increase shade (e.g. plant bamboo, small trees, big grasses etc.). More opportunities to grow vegetables which are used to cook. Encourage a greater respect for the outdoor areas: pupils looking after the resources and wildlife. More space created for the wildlife. Limit the choice of provision early on in the year and teach children how to use resources etc. with respect. Install two sails to create outdoor classroom within the school grounds.	Ms Leader Miss Watkins Mrs Davies Mrs Furness	£500	Ongoing starting in the Autumn Term.		Pupil voice

<b>Priority 4</b> Ensure high standards of teaching and learning is evident in every classroom							
Rationale (Why are we doing this?)	Teaching is consistently at good. TAs highly effective in their support of pupils' learning.						
Success Criteria	Pupils make EXP or better progress, closing any gaps.						
Intended Outcomes	Actions	Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evaluated By	R A G
2.1 A consistent approach to teaching, improving learning and wellbeing for all pupils is evident across the school.	<p>All teachers to use the established nine 'non-negotiables' in their classroom practice:</p> <ul style="list-style-type: none"> <li>• Retrieval practice should be a feature of every lesson, helping reduce children's cognitive load.</li> <li>• TAs planned into lessons to be most effective in supporting all pupils' learning.</li> <li>• English and maths working walls to include key vocabulary and models of worked-out problems etc.</li> <li>• I do We do You do - Model of Teaching.</li> <li>• Core subject words listed and displayed.</li> <li>• Pupils' knowledge and understanding of core subject words checked at the end of a unit.</li> <li>• A Worry Safeguarding Box accessible in each class.</li> <li>• A 'Meet Greeter' in each class to welcome visitors; 'Today we are learning...'. </li> <li>• A chapter book read ongoing to pupils.</li> </ul>	JL Interim Headteacher VNET	VNET subscription	Drop-ins. Monitoring walk Autumn Term	Drop-ins Interim Head, governors Monitoring mornings  Termly pupil progress meetings. Completed FADE sheets of Book Looks held last Monday each month. Govs monitoring visits	Govs RS committee – HT summary	

2.2 Children know that mistakes, grappling with concepts, challenge, is an important part of learning.	<ul style="list-style-type: none"> <li>- Children identify with the school's four learning powers, developing perseverance and resilience as learners</li> <li>- KS2 pupils can talk about the learning pit, marvellous mistakes and the idea of 'yet'! (I can't do this <i>becomes</i> I can't do this yet!).</li> <li>- Displayed 'learning powers' in each class and link to Star of the Week.</li> </ul> 	All staff		Ongoing In class and in assembly	Interim Headteacher Governors Learning Walk	Governor write-up	
2.3 Ensure each classroom is organised to support children with additional needs e.g., dyslexia, ASD	<p>Investigate ways to support children with additional needs to self-regulate and develop the emotional language and strategies to become resilient and confident.</p> <p>Half-termly training for all staff led by the Mental Health Lead.</p> <p>Weekly assembly based on teaching mindfulness strategies.</p> <p>Crochet and craft club at lunchtime.</p> <p>Links and strategies included in newsletters to parents.</p> <p>Creation of a garden for reflection – a quiet space where children can sit at playtime and lunchtime.</p>	<p>Interim Headteacher/ SENCO JL RD</p> <p>Led by JL, FOWS and parents through tidy up days</p>	<p>Staff meeting time</p> <p>Staff performance management targets</p>	Throughout the year	Gov learning walk	Gov monitoring write-up	
2.4 Pupil tracking providing data to target pupil intervention	Termly Pupil progress meetings held. Pupils with additional needs make good rates of progress, supported by individual provision	Led by Interim Headteacher	Pupil Asset £	Termly	Headteacher and Senior teacher to review pupil progress data	HT report to governors re. pupil outcomes	
2.5 Provide staff with statutory training and training linked to the SIDP priorities	<p>Ensure staff have access to high quality CPD.</p> <p>All staff have performance management to identify training priorities and attend relevant courses throughout the academic year.</p> <p>Join professional teaching networks including VNET continuous provision network/ EYFS Communication Hub - The South Norfolk Hub.</p>	Interim Headteacher	(ongoing)	From start of the Autumn Term	Performance management schedule		

Priority 5 <b>Support all pupils to progress rapidly in English across the school</b>										
Rationale (Why are we doing this?)	<ul style="list-style-type: none"> <li>- Writing across the school is consistent with the new Writing Framework.</li> <li>- Writing assessment is consistent in school, cluster schools and with national standards</li> <li>- Support pupils to learn letter formation in the EYFS, supporting early reading skills.</li> <li>- Handwriting strengthens fine motor skills, which are important for other activities like drawing, cutting, and using utensils.</li> <li>- In school data shows number of pupils working at expected standard EXP is lowest in writing.</li> </ul>									
Success Criteria	-Fluent and legible handwriting frees up cognitive resources for more complex writing tasks, like planning, composition, and creativity.									
Intended Outcomes	Actions		Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evaluated By			
							<table border="1"> <tr> <td>R</td></tr> <tr> <td>A</td></tr> <tr> <td>G</td></tr> </table>	R	A	G
R										
A										
G										

3.1 Teachers have a working knowledge of the Writing Framework	English Lead share the new framework with staff. The existing writing curriculum is reviewed and aligned with the new recommendations. The new recommendations are embedded into teaching.	Subject lead BF		On going throughout the year			
3.2 Teachers have a shared understanding of the features required to meet a particular standard of writing	Teachers share 3 pieces of writing per year group (below/ EXP/ Greater Depth) and assess in a staff meeting against the Oxford Writing Criteria. Writing Standardisation: pupils complete a (final) piece of independent assessed writing in their literacy books each term assessed with the Oxford Writing Criterion Scale. This writing should be independent and represent a build up for a piece of writing. A standardisation folder will be built up evidence over time of what a typical (e.g. year 1 EXP spring term) piece of writing would look like.	All teachers led by BF subject lead	One piece each term	Ongoing in the year 10/11 staff meeting	Headteacher Evidenced collected by subject lead	Folders shared in RS Govs Committee	
3.2 Fluent handwriting allows children to focus on the content of their writing rather than struggling with letter formation, enabling them to express ideas more clearly and effectively.	Review handwriting policy. Focus on a high standard of handwriting across the school. Dedicated handwriting lessons, EYFS start handwriting as soon as they start school.	Subject lead CLPE £195		Ongoing	Book Look	Feedback to RS governors by H/T	
3.3 Boost reading engagement and build a love for books.	Class teachers deliver a reading café/term including activities relating to the shared book (teachers must read aloud in this session).	Curriculum time to run a reading cafe	Each Term	English subject lead	Parent feedback forms		
3.4 Develop pupils' confidence, stamina and love of reading.	Continue with the YARC (6-week fluency programme that works on pupils' accuracy, reading rate and comprehension. Each week a different text is used and prescribed format for each session. )	BF Reading Lead JL – delivering YARC		Ongoing from Autumn	Headteacher Reading outcomes	FGB HT Report	
3.5 Pupils in the EYFS learn to write confidently and independently.	Building on phonic skills taught in LW lesson in the EYFS: three dedicated sequential writing sessions/ week	EYFS class teachers Ms Watkins & Ms Leader		Ongoing	HT		
3.6 Pupil transference of phonics skills is evident in their reading and writing	Observations of phonics teaching Monitor the teaching of writing across the school	Subject Lead BF	Funding for 1 release day - obs		HT and subject lead feedback from observations	HT feedback to RS governors	

<b>Priority 6</b> <b>Continue developing the mastery approach to the mathematics curriculum</b>							
Rationale (Why are we doing this?)	The school is in the third year of a four-year programme to build a sustainable, mastery approach to mathematics teaching and learning. To develop effective maths leadership to support teachers.						
Success Criteria	Maths mastery supporting pupils to develop their fluency and a deeper understanding of mathematical concepts.						
Intended Outcomes	Actions	Who is Responsible	Resourcing/ Finance/ Time	Timescale	Monitoring By	Evaluated By	R A G
4.4 Complete third year of mastery maths- <b>Implementation Phase.</b>	Teachers use the mastery approach within their own teaching. CD/CC meet each half term with participants from other schools to share lesson observations and discussion. The school gets a termly bespoke support visit by the Mastery Specialist	-CD/CC -All teachers  -CD/CC	Caroline Davies to teach TAs Mastery Maths (TA staff meetings)	Staff meeting	Headteacher	Data from end of term assessments	
Ensure consistency and progression in the teaching of calculation strategies across the school	Update the calculations policy so that calculation methods are built on year-on-year. Share with staff.	CD	Funding for Release time	Aut term Staff meeting 3/12			
Overview of maths standards through school. Enable to easily identify pupils EXP above and below	Purchase Maths NFER standardisation tests across the school from Y1 to Y6 and use termly to assess pupils. Use tests to develop heat maps and identify areas of maths needing remedial work.	CD					
Children to be more fluent in arithmetic.	Whole school arithmetic fluency- to embed daily or at least 3 times a week- fluency sessions in all classes			Ongoing			
	EYFS and class 2 follow mastering number programme -arithmetic, in September, daily 10-minute lessons classes 1-2	JL/LW		Ongoing			
	Class 3 to cont. with daily arithmetic: focus is number sense maths times tables fluency programme	CC/BF	£115 approx. annual subscription	Ongoing			
Supporting pupils' retrieval through	-Keep working maths walls up to date and ensure key vocab for unit is displayed and referred to regularly.	Class teachers	Subject lead release time	Ongoing through 2026/2026	Interim Headteacher/ subject lead &	Gov monitoring write-up	

working walls, improving fluency.	-Ensure retrieval practice should be a feature of every lesson	Class teachers			Learning Walk with govs		
EYFS teacher's knowledge and understanding of maths enriched	<b>Attend the Early Years mathematics Consortium:</b> -Develop the leadership and management of mathematics in EYFS. -Keep updated on local and national priorities. -Explore mathematical and pedagogical subject knowledge pertinent to mathematics in EYFS. -Network with other colleagues and professionals.	LW		Termly meetings	Feedback to EYFS staff		

## CURRICULUM MONITORING – 2 Year Rolling Programme Wreningham VC CE Primary School 2025/2026

### Year 1 Reading, Writing, Maths & Art & Design, Geography, Music, Design & Technology, Science, RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH READING Phonics/ check on delivery/ refresher for Teachers/TAs  TA meeting 23/10/25	ENGLISH WRITING Focus: Curriculum Map for Writing - Writing for a Purpose  Staff meeting 6/10/25	MATHS Focus: Book Look Reasoning and use of models and images Subject Lead Release Day	ENGLISH READING Focus: Writing for a purpose Guided Reading Subject Lead Release <b>Look at results in reading – plan for progress</b>	ENGLISH WRITING Focus: Range of writing, evidence of progression Subject Lead	MATHS Focus: Look at arithmetic results to identify whole class areas to teach and children who would benefit from targeted intervention Subject Lead Release
LESSON OBSERVATIONS Focus: Review of teaching across the school	SCIENCE Focus: Book Look/ Pupil Voice/ Curriculum Coverage/ vocabulary/resources  Staff meeting 24/11/25	D&T Focus: Review Curriculum Map/ Resources Subject Lead Release Day	<b>New curriculum overview</b>  ART & DESIGN Focus: Book Look/ Pupil Voice: Sketch Books Look at progression and skills Subject Lead	SCIENCE Focus: Check pupils' understanding of subject words and update lists Subject Lead release AM	MUSIC Focus: Review previous actions Lesson visits, skills, vocabulary Subject Lead Release Day

ART & DESIGN Review curriculum map looking at progression and skills Book Look – sketch books <b>22<sup>nd</sup> Sept (CC whole day)</b>	ENGLISH WRITING Focus: Standardisation Activity <b>Staff meeting 10/11/25</b>	SCIENCE Review curriculum map Staff Meeting	R.E. Focus: Book Look Work completed in R.E. week Staff Meeting	GEOGRAPHY Focus: Review previous actions Check pupils' understanding of subject words and update lists Subject Lead Release Day	R.E. Focus: Book Look Work completed in R.E. week Staff Meeting
LEARNING WALK Focus: Learning Environment/ Non-negotiables School Governors <b>19/11/25</b>	R.E. Focus: Book Look Work completed in R.E. week <b>Staff meeting 19/11/25</b>	LEARNING WALK Christian values School Governors	LEARNING WALK Inclusion in action School Governors	LEARNING WALK Focus: Learning Environment/ Non-negotiables School Governors	RSHE Curriculum map Pupil/parent voice