

Leadership and Management

Revisit the 'Great Expectations' within books to ensure all staff and children are accountable for closing the attainment gaps of learners. Tracking systems have valid and reliable data that give a precise picture of the progress and attainment of learners and are contributed to and accessible by all relevant staff.

Belief and commitment

All staff are personally invested in the development of individual learners, seeking to understand their needs and strive to overcome their barriers to learning

Pedagogy and curriculum

Continue to embed adaptive teaching strategies and planning structures and sequence to support all groups of learners, therefore narrowing the attainment gaps and achieving successful outcomes.

Focusing additional support

All staff focus additional support and resources in lessons to accelerate the progress of vulnerable learners and monitor the impact of this through feedback and assessment evidence

Halsford Park Primary School Improvement Plan Autumn 2025



2025-2026 Focus:

Getting it right for all learners.

**School and Family support
(SAFS) will thread through every
focus.**

Assessment for Learning

All staff seek and take account of wider information from colleagues about the whole learner to inform their next steps and how they can best achieve them.

Teamwork in classrooms

Teachers and support staff moderate their assessments of the progress and attainment of vulnerable learners to build an integrated picture of their achievement

Learning Environment

All staff time is explicitly planned for its intended impact in lessons so that the right expertise is paired with the right learners and at a consistently high standard for all learners to achieve.

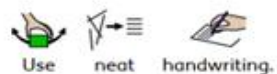
Classroom organisation

Learner groupings, classroom and lesson organisation are designed to facilitate the inclusion of vulnerable learners and promote their progress



Great Expectations for books

In English, Science and Experience books



a b c d e f g h i j k l m n o p q r s t u v w x y z

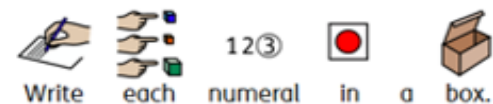
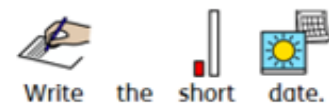


Great Expectations for books

In Maths books



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20





Great Expectations for books



In English, Science, Humanities and Experience books



Stick the date at the top of the page.



Cross out mistakes with one line, using a ruler.



1



Start each line at the margin.



Leave a line between paragraphs.



1



The Great Fire of London began on Pudding Lane in 1666. It all started in Thomas Farnyner's bakery when he left his oven stove burning.

The fire spread so quickly because the houses were all made of wood. Also, it was a very windy September which made the flames move quickly and because the houses were close together they caught fire rapidly.



Write in neat handwriting, joining some letters when you can.



Respond to feedback and make corrections using a red pen.



In Maths books



Stick the date at the top of the page.



Write one digit in each square.



4	5	+	2	3	=	6	8
4	0	+	2	0	=	5	0
5	+	3	=	8			
6	0	+	8	=	6	8	



Show your working out clearly.












Great Expectations for books











Presentation & Tools

-  Use pencil for Maths and pen for handwriting.
-  Use **red pen** for corrections, feedback, and self-edits.
-  Write in neat, cursive handwriting that stays on the line.
-  Cross out mistakes with a single line using a ruler.
-  Use a ruler for all straight lines, margins, underlining, and diagrams.

Layout & Organisation

-  Start each line at the margin and leave a line between paragraphs.
-  Show all workings clearly – it's how we learn from mistakes!

Starting New Work

-  Rule off your last piece of work.
-  Write the date:
 -  Short date for Maths (e.g., 09/09/25)
 -  Long date for other subjects (e.g., Monday 9th September 2025)
-  Underline with a ruler.
-  Miss a line, then glue in or write the 'I can' statement, and underline it.
-  In Maths draw a 2-square-wide margin on the left.
-  Number questions clearly in the margin

 **Take pride in every piece of work — it shows your learning journey!**

External School Improvement Monitoring



Link Adviser Curriculum. WSCC – Duncan Edwards 17/11/25

Across the school, learning environments were calm and purposeful underpinned by clear routines, high expectations and warm, nurturing relationships. Learning outcomes were clearly communicated and, as a result, pupils knew what they were learning.

Levels of pupil engagement were high in all phases with positive behaviour for learning seen in action. There was very little low-level disruption; pupils responded well to adult direction or instruction and were keen to share their ideas and/or make contributions.

The school's 'I do, we do, you do' model was evident in many classrooms with pupils benefiting from the adult modelling provided. Visualisers were used effectively to demonstrate the learning and provide helpful prompts when pupils were working independently.

Where teaching was most effective, adults targeted gaps in pupil's knowledge based on a range of formative assessment activities.

Vocabulary was overtly taught with paired/partner talk helping pupils to orally rehearse their ideas and think aloud before responding.



In the Early Years, a wide range of activities had been intentionally set up to engage pupils in meaningful learning and development. Where adults modelled language, provided prompts, asked questions and/or extended the task, pupil engagement was greater and more purposeful. Adult interaction helped pupils to deepen their thinking or extend their vocabulary.

Throughout the school, well considered adaptations and scaffolds supported pupils to access, engage in and achieve success. Dual coded widgets and sensory boxes, for example, were embedded in classroom provision. As part of the school's CPA (concrete, pictorial, abstract) approach, hands-on concrete manipulatives were readily available, particularly helpful to those pupils who were less secure in the concept being taught.



Questions for consideration/suggested actions and/or recommendations:

Do pupils have the essential vocabulary they need to talk about their learning confidently? Are pupils applying technical subject specific language to help them explain their methods and calculations? As part of long-term curriculum maps, leaders have identified the key vocabulary and subject specific language that pupils need to learn and know. Building on this, leaders should continue to work with the wider team to ensure that pupils are using and apply this vocabulary when talking about their learning. In doing so, increasing their ability to be artists, scientists, mathematicians, historians etc.

Do all EYFS staff have the knowledge, confidence and skills to add value through high-quality interaction and extend pupils' thinking whilst also allowing them to explore and learn independently? Utilising the expertise, knowledge and experience of the team, leaders should ensure all staff are able to dynamically flex and adjust their interactions with pupils to add value, increase engagement and/or extend thinking.

What impact is the writer's framework having on the quality of pupil's writing? Is handwriting being taught with fidelity and what difference is it having on pupils' writing? As planned, it is important for leaders to be rigorous in their monitoring of writing to ensure the new writer's framework and handwriting scheme is having the desired impact.