Rotherhithe Primary Schools Improvement Plan

2025-26

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School Improvement Priorities 2025-2026

Leadership and Management	Quality of Education	Behaviour and attitudes	Personal Development
(Third Year) To further strengthen the quality and impact of SEND provision through strategic development of inclusive and flexible learning environments, securing a fully accessible and adapted curriculum and optimising staff deployment to enable all pupils with SEND to make measurable progress from their individual starting points. (Second Year) To embed and enhance the approaches to oracy and vocabulary development (year 1 SDP targets) and extend the approach to all subjects and areas of school life through high quality CPD, teaching and learning, curriculum development and play!	Enhance the *teaching and learning in* **Maths across the school** by advancing teaching strategies and talk for learning in order for all pupils make good or better progress and achieve outcomes that is in line or above national averages.	Through the power of reading and oracy, develop the empathy project across the school and **further strengthen the positive attitudes and relationships** of our global, diverse community.	Enhance the **personal development** of ALL pupils including DA, SEND and EAL by expanding their access to rich cultural capital experiences and thus supporting their confidence, aspiration, social skills and readiness for life beyond the school.

Leadership and Management

including governance

Leads: EHT, HoS, DHT

Priority 1: To further strengthen the quality and impact of SEND provision through strategic development of inclusive and flexible learning environments, securing a fully accessible and adapted curriculum and optimising staff deployment to enable all pupils with SEND to make measurable progress from their individual starting points.	**What will success look like?** - Leadership monitoring evidences improved consistency in inclusive provision across the school. - Staff are effectively deployed and feel confident in meeting diverse SEND needs (as shown through CPD feedback and appraisal outcomes) - Pupils with SEND demonstrate sustained, measurable progress from their starting points. - Parent and pupils voice reflect confidence in the support and outcomes for SEND pupils.

Key Lines of enquiry **Actions and who is responsible**	**Resources including costs**	**Milestones**		
		December 2025	**March 2026**	**July 2026**
EHT, HoS and SENDCOs to lead a strategic review of the schools SEND provision, including environment, curriculum and interventions.	-			
Set clear expectations for inclusive classrooms practice across all phases (DHT, HoS and SENDCOs)	£500	Environment learning walk conducted on the 15th Sept with feedback given.		
Ensure staff deployment and timetabling reflect SEND priorities and maximises support impact (EHT, HoS, SENDCOs)	-	EHT and SENDCO reviewed and adapted the timetables for SEND support.		
Monitor SEND pupil progress regularly through data analysis, pupil voice and learning walks (SENDCOs)	-			
Facilitate targeted professional development to build staff capacity in supporting a wide range of SEND needs (EHT, HoS, SENDCOs)	£2000	Talk Matters training started with both schools securing places.		
Strengthening links with external agencies and families to ensure a joined up approach to send support (EHT, HoS, SENDCOs)	-			
Review assessment procedures and recording of progress as part of the TRUST changes to assessment	-			

Leadership and Management

including governance

Leads: EHT, Head of School, DHT and Liam Wardley (LCM)

Priority 2:	What will success look like?
(Second Year) To embed and enhance the approaches to oracy and vocabulary development (year 1 SDP targets) and extend the approach to all subjects and areas of school life through high quality CPD, teaching and learning, curriculum development and play!	- All lessons include a vocabulary focus. - Children are able to articulate their thinking, understanding and or knowledge using vocabulary taught. - Staff are confidently including strategies into lessons that develop children's language including for children with SEND needs. - Oracy is an integral part of all lessons across the curriculum and phases.

Key Lines of enquiry Actions and who is responsible	Resources including costs	Milestones		
		December 2024	March 2025	July 2025
CPD: Audit current staff understanding of oracy and vocabulary development across subjects (Eng Leads)	-			
Access and deliver Talk Matters CPD for staff. (Eng Leads)	Funded			
Embed dialogic teaching strategies (Eng Leads)	-			
Revisit the explicit vocabulary instruction (Tiered vocabulary)- (Eng Leads)	-			
Strategies to support talk for learning, including sentence stems and structured talk routines. (Eng Leads)	-			
Provide subjects specific training to ensure oracy strategies are embedded across all curriculum areas. (Eng Leads)	Funded			
TALK Boost sessions to be delivered by support staff	-			
Teaching and Learning: Implement consistent oracy framework across all classrooms (talk guidelines, discussion roles, vocabulary walls) (Eng Leads)	-			
All lessons to include planned opportunities for structured talk (think – pair - share, debates or presentations etc) (Eng Leads)	-			
Develop clear expectations for vocabulary instruction incl pre-teaching, visual scaffolds, subject specific word banks) (Eng Leads)	-			

Use formative assessment strategies to monitor pupils' use of vocabulary and spoken language. (Eng Leads)	-			
Curriculum Development: Audit the curriculum to identify and map key vocabulary and oracy outcomes in all subjects.	-			
Embed vocabulary progression documents across subjects (Tier 2 and Tier 3 vocabulary)	-			
Ensure all subject leaders includes oracy and vocabulary in their curriculum intents, implementation and impact	-			
Plan and sequence opportunities for pupils to apply oracy skills in meaningful contexts (presentations in science, drama in history, oral explanations in maths etc)	-			
Wider school life and play: Create oracy – rich environments across the school incusing displays that promote talk and vocabulary	-			
Train support staff, MMS dinner staff in promoting purposeful talk during playtimes and lunch times	-			
Introduce the scrap project during lunchtime	Funded			
Launch pupil led initiatives such as talk ambassadors or vocabulary champions to promote oracy across the school.	-			
Provide opportunities for oracy through assemblies, performances, pupil voice activities and school council debates.	-			
Ensure inclusive approaches so that all pupils, including those with SEND and EAL, access and benefit from oracy development.	-			
Monitoring and evaluation: Monitor through learning walks, book looks, and pupil voice	-			
Use oracy framework and or progression maps to assess pupil development in speaking and listening	-			
Review impact through data analysis, staff / pupil feedback and curriculum reviews	-			

Quality of Education

Leads: HoS, DHT & Maths Leads

Priority 3:
Enhance the *teaching and learning in* **Maths across the school** by advancing teaching strategies and talk for learning in order for all pupils make good or better progress and achieve outcomes that is in line or above national averages.

What will success look like?
- The majority of pupils in each year group make good or better progress in maths from their individual starting points.
- Progress gaps narrow between key groups (SEND, PPG, EAI)
- Pupils demonstrate improved confidence and fluency in number and reasoning evidenced through formative and summative assessments.
- Pupils are able to articulate their mathematical thinking clearly, using appropriate mathematical language.
- Teaching across the school reflects the agreed pedagogical approach to mastery and deepunderstanding.

Key Lines of enquiry Actions and who is responsible	Resources including costs	Milestones		
		December 2024	**March 2025**	**July 2025**
Gather baseline data (attainment, progress, pupil voice, and lesson observations) to identify strengths and areas for development in maths	-			
Maths lead and EYFS and KS1 to attend Mastering number training to supplement MM programme	Funded			
Review and embed agreed pedagogical approaches in Maths from MM	-			
CPD: Maths lead to deliver - Effective modelling and explanation in Maths	-			
Maths lead to deliver CPD on developing oracy and structured talk in maths (reasoning stems, maths talk protocols and talk partner discussions	-			
Embed mathematical vocabulary progression across all year groups and ensure vocabulary is explicitly taught	-			
Use manipulatives and visual representations together with talk strategies to support conceptual understanding	-			
Promote the use of high-quality questioning and retrieval strategies to deepen conceptual understanding	-			
Use talk tasks to support problem solving and reasoning in all phases.	--			
Leadership and curriculum development: Ensure subject leadership in maths is focused on driving improvements in teaching and learning, including oracy.	-			
Update the curriculum to include explicit reasoning and talk for learning objectives.	-			
SEND Support: SENDCO to review Maths provision across the school and action any areas for development	-			
Ensure Maths interventions are planned across the school	-			

Behaviour and Attitudes

Leads: English lead, teachers

Priority 4: Through the power of reading and oracy, develop the empathy project across the school and enhance the positive attitudes and relationships of our global, diverse community.	**What will success look like?** - Pupils demonstrate increased empathy and understanding of diverse perspectives, cultures and lived experiences through reading abd discussion. - Pupil voice reflects positive atitudes towards difference, inclusion and global citizenshop - Pupils can confidently discuss themes or empathy, iidentify fairness and belonging using appropriate language and vocabulary. - Pupils demonstrate improved communications and listeng skills especially dusirng discussions linked to empathy-focused texts. - Lessons across the curriculum include oracy opportunities. - Teachers effectively facilitate discussions that promote respectful dialgogue, critical thinking nd emotional literacy.

Key Lines of enquiry Actions and who is responsible (English lead, HoS, EHT)	Resources including costs	Milestones		
		December 2023	**March 2024**	**July 2024**
Discrete teaching of Empathy	-			
Project launched at INSET day with all staff	-			
Project introduced in assembly at the start of the year - link to core school value.	-			
Teachers weave in work on empathy linked to behaviour through work on Class Charter and Zones of Regulation	-			

Antibullying week focus on empathy. Lessons from Empathy Lab. Develop four key skills that embed empathy as a core value and practice:
 	
    o Perspective taking
    o Emotional vocabulary
    o Listening and communication
    o Social action
	-			

Draw together work from the term into an art project: what does Empathy look like?	-			
Embedding through Reading and Oracy Empathy book collection purchased. Books reflect the diversity of backgrounds, religious, ethnicities in our	£300			

school: the children see themselves and their peers reflected in the Empathy book collection.				
Teachers read aloud book chosen from collection - same one for each phase (20 picture books for EYFS and KS1). 15mins at the end of each day.	-			
Weekly book club for years 3/4 and years 5/6 to discuss Empathy book read in phase.	-			
Cross-class presentations on their Empathy class book. 'What was learned' sharing session.	-			
Whole school responsibility - enhancing behaviours and attitudes. Develop language to support empathy and share this with lunchtime staff and support staff supporting children during playtime and lunch time	-			
Link to conflict resolution techniques and perspective taking	-			
Learning mentors to use during sessions	-			
Groundwork interventions - brain buddies and empathy small group sessions	-			
Drama therapy - perspective taking	-			
SENCO to provide refresher training on ZOR	-			
Procedures for managing racism, homophobia etc.				
Introduce standardised approach to managing any forms of racism, homophobia	-			
Ensure all incidences are recorded on MyConcern and shared with LCM during termly visits and meetings	-			
Ensure parents are notified of support and sanctions	-			

Personal Development

Leads: PSHCE lead, DHT, HoS, AHT

Priority 5: Enhance and further develop the school's **personal development** offer to ensure all groups and pupils access rich and varied experiences that will support their growth and holistic development.	**What will success look like?** - All pupils, incluf=ding those from disadvantages, SEDN and EAL backgrounds, actively participate in a broad range of personal development opportunities. - Tracking systems show that participation is equitable across all pupil f=groups with so significant gaps in access - The school's personal development offer includes a diverse and well planned programme of activities that include Cultural capital (visits, visors, experience beyond the classroom), character education (resilience, independence, respect), leadership opportunities (school council, ambassadors, helpers) - Mental Health and wellbeing (mental health awareness, physical activity and healthy relationships - Personal development is embedded cross the wider curriculum including PSHCHE, assemblies, enrichment

Key Lines of enquiry Actions and who is responsible	Resources including costs	Milestones		
		December 2024	**March 2025**	**July 2025**
Create a whole school personal development map that outlines: character education, cultural capital experiences, leadership responsibilities and opportunities, Health, mental wellbeing, and safeguarding themes, SMSC, British values and global citizenship	-			
PD curriculum is sequenced and progressive from EYFS to Year 6	-			
Extend Pupil leaders to more areas of the school (digital leaders,	£300			
Enrich the curriculum through real-world experiences by planning a rolling programme of educational visits, guest speakers, events and theme weeks. Update the curriculum overview to include trips and experiences	Funded			
Provide a more varied club offer	-			

Integrate oracy and pupil voice opportunities into personal development themes e.g. debates, discussion circles, school council presentations	-			
Strengthen partnerships with local and global organisations to extend learning beyond the classrooms,	-			