

# Bygrove School Improvement Plan 2025-26

**Aim:**

**Monitoring & evaluation:** We will maximise the effectiveness of this plan by making sure that its objectives & actions are clear, shared & consistently referred to. The HT & governors will review progress against the plan in line management, LT meetings & LGB meetings

## Embed & Sustain Inclusion EDP

**Aim:** To embed and sustain provision developed as a result of the Inclusion Educational Development Priority.

| Objectives                                                                                                                                                                    | Actions                                                                                                                                                                                               | When                | R               | A | C | I | Outcomes                                                                                                                             |
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| <b>To provide targeted professional development that equips all teaching staff with the knowledge and skills to effectively plan for, implement and evaluate scaffolding.</b> | Communicate the components of effective scaffolding to all teaching staff                                                                                                                             | Autumn 1<br>5.11.25 | IJ              |   |   |   | All children make good or better progress in reading, writing and maths.                                                             |
|                                                                                                                                                                               | Communicate curriculum expectations for scaffolding in different subjects                                                                                                                             | Autumn 1            | IJ              |   |   |   | At least 80% of children meet ARE in reading, writing & maths.                                                                       |
|                                                                                                                                                                               | Provide professional development for staff to develop use of specific scaffolding resources and how to evaluate their effectiveness                                                                   |                     |                 |   |   |   |                                                                                                                                      |
|                                                                                                                                                                               | Research best practice and disseminate strategies and advice to teaching staff                                                                                                                        | Ongoing             |                 |   |   |   | Teaching staff are able to identify next steps, confidently adapt resources and provide scaffolding for the children in their class. |
|                                                                                                                                                                               | Arrange for outreach teachers and external professionals to observe classroom practice and provide feedback to teaching staff                                                                         | Ongoing             |                 |   |   |   |                                                                                                                                      |
|                                                                                                                                                                               | Arrange peer observations for teaching staff to learn from each other how to implement a range of scaffolds                                                                                           | Spring 1            | IJ              |   |   |   |                                                                                                                                      |
|                                                                                                                                                                               | Ensure all teaching staff are aware of the specific needs of individual pupils in their class through pupil progress meetings, SEND highlighting meetings and intervention reviews with support staff | Termly              | CT<br>s &<br>IJ |   |   |   |                                                                                                                                      |
|                                                                                                                                                                               | Planning leads to ensure that scaffolding is included as part of the planning process                                                                                                                 | Autumn 1            | LT              |   |   |   |                                                                                                                                      |
|                                                                                                                                                                               | Create and disseminate a shared digital library of best-practice scaffolding resources and research                                                                                                   | Spring 1            | IJ              |   |   |   |                                                                                                                                      |
|                                                                                                                                                                               | Scaffolding discussions form part of pupil progress meetings                                                                                                                                          | Termly              | AA              |   |   |   |                                                                                                                                      |
|                                                                                                                                                                               | Quality assure the use of scaffolds through book looks                                                                                                                                                | Termly              | LT              |   |   |   |                                                                                                                                      |
|                                                                                                                                                                               | Review the impact on learning of scaffolding through lesson visits                                                                                                                                    | Termly              | LT              |   |   |   |                                                                                                                                      |

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|                                                                                                                                                           | Analyse data to check the impact of scaffolding on outcomes                                                                                                      | Termly   | AA      |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                           | Conduct pupil voice during health checks to ascertain if children are able to articulate the reason for their individual scaffolds                               | Termly   | LT      |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
| <b>To embed the use of child-led and adult-supported scaffolding in the early years to foster communication, problem-solving and foundational skills.</b> | Train all early years staff on using "sustained shared thinking" to extend children's learning in play-based contexts                                            | Autumn 2 | IJ      |  |  |  | The percentage of children achieving a Good Level of Development (GLD) will increase, with a specific focus on the Communication and Language and Problem Solving Early Learning Goals. Classroom observations and staff feedback will confirm that adults are consistently using "sustained shared thinking" to extend children's learning. |
|                                                                                                                                                           | Liaise with the school's speech and language therapist to review the current provision                                                                           | Autumn 1 | IJ      |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                           | Liaise with the school's speech and language therapist to develop scaffolds to support the development of communication skills                                   | Autumn 1 | IJ      |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                           | Monitor how scaffolding is used to support individual children in their communication and language development through data analysis and pupil progress meetings | Termly   | IJ      |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                           | Ensure the learning environment is rich with "invitations to play" that are strategically designed to provide natural opportunities for scaffolding from adults  | Autumn 2 | IJ & EY |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
| <b>To improve pupils' written outcomes by consistently using scaffolding strategies that support the writing process.</b>                                 | Embed the use of vocabulary pre-teaching and context clues as a standard practice for all new texts across the curriculum                                        | Autumn 1 | IJ      |  |  |  | The quality and coherence of pupils' written work will improve across all year groups.                                                                                                                                                                                                                                                       |
|                                                                                                                                                           | Introduce and embed the use of writing frames and knowledge organisers to support pupils' understanding of different text types                                  | Autumn 2 | IJ      |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                           | Use shared writing and "think-aloud" modelling to demonstrate the thought processes of a proficient writer                                                       | Autumn 1 | IJ      |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
| <b>To deepen pupils' conceptual understanding of mathematics by consistently applying the Concrete-Pictorial-Abstract (CPA) approach to learning.</b>     | Ensure all classrooms are equipped with a range of manipulatives and train staff on their effective use                                                          | Autumn 1 | AA      |  |  |  | Pupils will demonstrate a deeper understanding of mathematical concepts<br>The percentage of pupils achieving 'greater depth' in maths will increase.                                                                                                                                                                                        |
|                                                                                                                                                           | Prioritise the use of visual models (e.g., bar models, number lines) during lessons to bridge the gap between concrete objects and abstract numbers              | Autumn 1 | AA      |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                           | Analyse data to identify students who may require additional scaffolding                                                                                         | Termly   | AA      |  |  |  |                                                                                                                                                                                                                                                                                                                                              |

## Physical Education

**Aim:** For all children to access and excel in a range of sports, to live lives that are happy because they are healthy.

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| Objectives                                       | Actions                                                                                                                                                                                                                                                                         | When             | R  | A  | C       | I  | Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| To implement a new (skills based) PE curriculum. | Research different schemes of work                                                                                                                                                                                                                                              | Aut              | BF | BF | AA      |    | <p>A clear progression of knowledge and skills will be available for staff to reference (including clear progression across year groups &amp; key stages)</p> <p>Staff will have had effective CPD.</p> <p>As a result staff will feel confident and be able to deliver high quality PE sessions.</p> <p>As a result children will enjoy PE, be able to articulate their learning &amp; be exposed to high quality teaching in a variety of disciplines.</p> <p>By the end of KS2 children will have been taught a variety of skills &amp; sports.</p> <p>Parents will understand how important PE is for their children's mental health and physical wellbeing.</p> |
|                                                  | Consult with other PE leads in regards to their PE curriculum                                                                                                                                                                                                                   | Aut              | BF | BF | AA      | FD |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Obtain quotes for current schemes of work available & purchase                                                                                                                                                                                                                  | Aut              | BF | BF |         | FD |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Modify and tailor the PE scheme to ensure coverage and transition is clear in our context                                                                                                                                                                                       | Aut              | BF | BF | AA / TY |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Generate a Progression of Knowledge and Skills document based on the new scheme<br>(Clear progression across Key Stages & Year groups)                                                                                                                                          | Aut              | BF | BF | AA / TY |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Update the termly overviews & curriculum map to reflect the new scheme                                                                                                                                                                                                          | Aut              | BF | BF |         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Conduct an audit of the current PE equipment                                                                                                                                                                                                                                    | Aut              | BF | BF |         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Order new or replacement equipment where necessary                                                                                                                                                                                                                              |                  |    |    |         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Introduce the new scheme to staff & allow for the opportunity to explore and ask questions                                                                                                                                                                                      | Aut 1 /<br>Aut 2 | BF | BF | CT      |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Share & have clarity on the expectations for teaching PE units (model / video tutorials)                                                                                                                                                                                        | Aut 2 /<br>Spr 1 | BF | BF |         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Facilitate Whole school CPD from Complete PE experts.                                                                                                                                                                                                                           | Spr              | BF | BF |         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Conduct PE parent workshop:<br>Inform parents of the new curriculum<br>Help parents understand the importance of PE & its links to healthy living                                                                                                                               | Aut 2            | BF |    |         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Review the implementation of the new PE curriculum                                                                                                                                                                                                                              | Termly           | BF | BF |         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                  | Monitor and evaluate the teaching of PE: <ul style="list-style-type: none"> <li>Conduct health checks</li> <li>Deliver subject forums</li> <li>Team teach with staff who may need support</li> <li>Highlight best practice to all staff</li> <li>Conduct pupil voice</li> </ul> | Termly           | BF | BF |         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| To ensure children have access to a wide range of sport-based after school clubs. | Research sports for after school clubs that have transferable skills from the new PE scheme of work                                                                                                                                                  | Aut 2       | BF |  |  |  | Children will be able to join a wider range of after school sports clubs.                                                                                                                                                                         |
|                                                                                   | Consult with school council (to collect pupil voice) on what types of sports the children may enjoy                                                                                                                                                  | Aut 2       | BF |  |  |  |                                                                                                                                                                                                                                                   |
|                                                                                   | Consult with specialists on provision (Leyton Orient PE coach) <ul style="list-style-type: none"> <li>Look into skills taught</li> <li>The structure of the sessions</li> <li>The progression of skills within the sport during this time</li> </ul> | Aut 2       | BF |  |  |  | There will be a progression of skills within each club to ensure the children are developing (Key stage 2 children given the opportunity to model best practice).                                                                                 |
|                                                                                   | Implement new sports clubs & introduce a variety across the year                                                                                                                                                                                     | Spr 1       | BF |  |  |  |                                                                                                                                                                                                                                                   |
|                                                                                   | Review participation & try to gain more interest                                                                                                                                                                                                     | Half termly | BF |  |  |  | An overview of sports will be created to ensure sports that are accessible to all children with a range of interests.                                                                                                                             |
|                                                                                   | Research competitions across the borough and external clubs to identify opportunities for children take part in sport within the borough. (Poplar Harca/Mulberry School)                                                                             |             | BF |  |  |  | Children are able to build links within the borough to encourage children & their families to access sports clubs outside of school.<br><br>Parents will have a better selection of sports to choose from and realise their children's interests. |
| To improve the baseline fitness of children at Bygrove.                           | Create a fitness tracker to monitor results                                                                                                                                                                                                          | Aut         | BF |  |  |  | Children will participate in daily exercise in addition to the PE curriculum (going above and beyond).                                                                                                                                            |
|                                                                                   | Measure the fitness of the children at the start of the year (bleep test)                                                                                                                                                                            | Aut         | BF |  |  |  |                                                                                                                                                                                                                                                   |
|                                                                                   | Analyse the data from the baseline and create actions                                                                                                                                                                                                | Aut         | BF |  |  |  |                                                                                                                                                                                                                                                   |
|                                                                                   | Introduce a daily activity to support the development of overall fitness across all year groups (phase meetings)                                                                                                                                     | Aut 2       | BF |  |  |  | Children will have a better understanding of fitness & know their own personal goals.                                                                                                                                                             |
|                                                                                   | Create a timetable to allow for all classes to access the daily activity                                                                                                                                                                             | Aut 2       | BF |  |  |  |                                                                                                                                                                                                                                                   |
|                                                                                   | Track progress & measure improvements through termly fitness assessments                                                                                                                                                                             | Termly      | BF |  |  |  | There will be an improvement in general fitness, leading to happier healthier children.                                                                                                                                                           |
|                                                                                   | Highlight successes with the staff & children                                                                                                                                                                                                        | Termly      | BF |  |  |  | There will be a fitness tracker to                                                                                                                                                                                                                |

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|  |  |  |  |  |  |  | monitor the children's progress over time (this will allow teachers to monitor and make plans to support). |
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## High Quality Reading Provision

**Aim:** To ensure excellent reading outcomes for children through high quality provision from Nursery to Year 6.

| Objectives                                                                                                                                                                                            | Actions                                                                                                                                                          | When        | R        | A | C | I | Outcomes                                                                                                                                                           |
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| <b>To sustain an evidence-based reading curriculum that ensures all teachers are confident in their delivery and all pupils are exposed to high-quality texts and systematic phonics instruction.</b> | Quality assure the consistent use of the school's phonics programme across all relevant year groups (e.g., Reception and Year 1)                                 | Termly      | IJ       |   |   |   | All make excellent progress in reading from relative starting points.                                                                                              |
|                                                                                                                                                                                                       | Monitor consistency and quality of 'story time' for all classes from Nursery to Year 6 to promote reading for pleasure and expose children to high-quality texts | Termly      | IJ       |   |   |   | At least 80% of Year 1 children meet age related expectations in the Year 1 Phonics Screening Check.                                                               |
|                                                                                                                                                                                                       | Quality assure the delivery of shared reading through reading health checks                                                                                      | Termly      | IJ       |   |   |   | At least 80% of children meet age related expectations in reading.                                                                                                 |
|                                                                                                                                                                                                       | Audit resources e.g. DDR books to ensure there are adequate and engaging resources for pupils who need to make accelerated progress                              | Autumn      | IJ       |   |   |   | At least 40% of children make Greater Depth by the end of Year 6.                                                                                                  |
| <b>To develop systems for assessing reading progress, enabling the early identification of gaps and the implementation of timely, targeted interventions to ensure no child is left behind.</b>       | Develop staff confidence in the use of half termly phonics assessments and benchmarking to identify children who are not on track to meet expectations           | Half termly | IJ & BF  |   |   |   | Whole-school phonics screening data will demonstrate that a higher percentage of pupils are on track to meet or exceed national expectations by the end of Year 1. |
|                                                                                                                                                                                                       | Evaluate the impact of reading interventions through termly meetings with support staff                                                                          | Termly      | IJ       |   |   |   |                                                                                                                                                                    |
| <b>To provide all staff with the necessary training and support to deliver high-quality, effective and data-informed reading instruction.</b>                                                         | Provide training for all staff on the effective delivery of the THEP phonics including regular refresher sessions                                                | Autumn      | IJ & N G |   |   |   | Pupils will be able to articulate the phonics sounds and rules                                                                                                     |

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|                                                                                                                                                              | Arrange for teachers to observe best practice both within the school and at other schools                                                                                               | Ongoing           | IJ  |  |  |  | they are learning and apply them successfully when decoding unfamiliar words.                                                                               |
|                                                                                                                                                              | Provide CPD for staff delivering reading interventions                                                                                                                                  | Autumn 1          | IJ  |  |  |  | Teacher assessment data will show a reduction in the number of pupils with significant reading gaps in Key Stage 1 and 2.                                   |
| <b>To build a strong partnership with parents and caregivers, empowering them to actively support and engage with their child's reading journey at home.</b> | Organise and promote reading workshops for parents of children in Reception and Key Stage 1, focusing on how to support phonics and reading at home.                                    | Autumn and Spring | IJ  |  |  |  | Lesson visits will show consistent, high-quality reading instruction across all year groups, with teachers using a shared vocabulary and set of strategies. |
|                                                                                                                                                              | Communicate clear expectations to parents regarding daily reading and provide them with a list of recommended reading materials and phonics resources                                   | Ongoing           | IJ  |  |  |  | Parental attendance at reading-focused workshops will increase.                                                                                             |
|                                                                                                                                                              | Promote a community of readers by inviting parents to join in whole school reading events such as World Book Day                                                                        | Spring            | IJ  |  |  |  |                                                                                                                                                             |
| <b>To develop pupils' reading skills to comprehend, analyse and discuss texts at greater depth.</b>                                                          | Introduce a 'Greater Depth Reading' booster for Year 6 pupils to explore a range of challenging and ambitious texts beyond the standard curriculum                                      | Autumn            | IJ  |  |  |  | Pupils' reading records will show more detailed and engaged comments from parents.                                                                          |
|                                                                                                                                                              | Provide professional development for teachers on effective questioning strategies to elicit deeper thinking and encourage pupils to justify their interpretations with textual evidence | Termly            | IJ  |  |  |  | A higher percentage of pupils, particularly the most able, will achieve "greater depth" in reading at the end of Key Stage 2.                               |
|                                                                                                                                                              | Monitor planning to ensure it includes opportunities to teach advanced vocabulary in context. Provide opportunities for students to explore word etymology and morphology               | Half termly       | IJ  |  |  |  | Pupils will be able to articulate their love of reading and their favourite books, and will be seen using the library space independently.                  |
|                                                                                                                                                              | Engage parents by communicating how to ask open-ended questions about a text and encourage deeper discussion through parent consultations                                               | Termly            | IJ  |  |  |  |                                                                                                                                                             |
|                                                                                                                                                              | Provide a diverse and high-quality library that encourages students to explore genres and authors beyond their usual choices                                                            | Autumn 2          | IJ  |  |  |  |                                                                                                                                                             |
|                                                                                                                                                              | Embed regular, high-quality reading discussion and book talk sessions into the curriculum                                                                                               | Ongoing           | CTs |  |  |  | Parent and pupil surveys will confirm that the library is a                                                                                                 |

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| <b>To establish the school library as a hub for reading and learning, fostering a love of books across the school community.</b> | Appoint and train a team of "Librarian Leaders" from Year 5 and 6 to take ownership of key library responsibilities.             | Autumn 1    | AN      |  |  |  | welcoming and well-resourced space that encourages reading. |
|                                                                                                                                  | Establish and communicate a clear, school-wide system for borrowing and returning library books                                  | Autumn 2    | AN & IJ |  |  |  |                                                             |
|                                                                                                                                  | Establish a consistent schedule for classes to visit the library                                                                 | Autumn 2    | IJ      |  |  |  |                                                             |
|                                                                                                                                  | Communicate the importance of returning books for the benefit of the whole school community in the Byword and through assemblies | Half termly | AN      |  |  |  |                                                             |
|                                                                                                                                  | Establish a relationship with the local library and support class teachers to plan class trips there                             | Ongoing     | CT      |  |  |  |                                                             |
|                                                                                                                                  | Conduct a comprehensive audit of the school library's current collection                                                         | Autumn 1    | IJ & AN |  |  |  |                                                             |
|                                                                                                                                  | Purchase new books to reflect pupils' interests                                                                                  | Autumn 1    | IJ      |  |  |  |                                                             |