



Widden School Improvement Plan Autumn 2026 - 2027

This SIP is a response to the GLT strategic ambitions, reflecting our school context and our place in the local community.

GLT Ambition 1: **Deliberate collaboration** defines our Trust, so that we are all always learning.

GLT Ambition 2: Our children experience **great teaching** so that they all make exceptional progress.

GREAT LEADERSHIP	GREAT TEACHING Curriculum Action Plans 2026-2027	GREAT OUTCOMES
At Widden Primary, inclusion is a dynamic process measured by the impact we have on all pupils' outcomes and experiences.		
Creating the culture and climate for success; leaders prioritise high quality, inclusive education Clear roles and responsibilities established for all leaders, teachers and wider school community Instructional leadership is strategic and embedded; clear systems provide clarity, accountability and rigour leading to improved outcomes for all pupils All leaders are highly visible and are actively working towards the shared goal of improving provision and outcomes for all Through collaboration, leaders focus on improving teachers' subject, pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. Leaders prioritise high quality teaching through an inclusive lens.	Teaching is effectively adapted in all classrooms to meet the needs of all pupils; strategies detailed in pupil passports are routinely implemented Foundational knowledge continues to be well planned and systematically taught enabling all pupils to independently access curriculum Instructional Coaching leads to consistently high quality teaching in all year groups Foundations for excellence are implemented and consistently upheld with high expectations Every child has a voice through opportunities as well as increasing classroom participation Targeted, evidenced informed interventions are strategically planned and prioritised in all phases Embed Widden Core 10 to further establish calm, purposeful classrooms with minimal disruption, maximising learning time.	Standards in reading, writing and maths are improved for all pupils through the effective implementation of the raising attainment strategy: - Target setting for individual pupils in all year groups - Regular core group meetings with a specific focus on next steps for individual children in core subjects Reading curriculum is further developed to prioritise reading fluency as well as building reading skills The standards in Phonics in EYFS, Y1, Y2 are improved through secure pre-phonics foundations, targeted teaching and planned gap analysis (keep up) Further develop/embed coaching cycle to secure consistent practice and increased outcomes in phonics Ensure daily provision for those working below ARE in phonics and early literacy through 1:1 tutoring and pinny time, including Reception, KS1 and KS2.