

Kingsbury Primary School

School Improvement Plan 2026–27

Priority plan linked to the Ofsted inspection of February 2026

Inspection context: Ofsted judged the school to require special measures. Safeguarding standards were met; Early Years and Personal Development and Wellbeing were judged Needs Attention; Achievement, Attendance and Behaviour, Curriculum and Teaching, Inclusion, and Leadership and Governance were judged Urgent Improvement. This plan converts the inspection findings and next steps into measurable school actions.

Inspection area / priority	Key Ofsted finding	Actions	Success criteria	Impact / evidence
Safeguarding MAINTAIN – Expected standard	Safeguarding standards were met. The school has an open culture and legal requirements are met.	• Maintain robust DSL/Deputy DSL systems and recording (Aut 1) • Complete termly safeguarding audit and governor review (Aut 2) • Maintain regular staff updates, including KCSIE and local procedures (Aut 1) • Strengthen pupil voice and reporting routes (Aut 1) • Ensure safer recruitment, training and single central record checks remain fully compliant (Aut 1) Complete Section 175 Safeguarding Audit (Aut 2) Have all staff trained on CPOMS and all staff use CPOMS to record safeguarding concerns and behaviour concerns and parental conversations (Aut 2)	• 100% staff safeguarding training current. • All safeguarding records audited termly with actions closed promptly. • Governors can evidence effective safeguarding oversight. • Pupils know trusted adults and how to report concerns.	• Audit reports show continued compliance. • Case-file sampling demonstrates timely action. • Pupil voice confirms pupils feel safe. • No significant safeguarding weaknesses identified through internal or external scrutiny.
Early Years NEEDS ATTENTION	Starting points are not used consistently. Purposeful interactions, vocabulary development and reinforcement of learning are variable. Phonics and catch-up are inconsistent.	• Establish a clear Reception baseline and half-termly assessment cycle (Aut 1) • Train EYFS staff in using starting points to plan purposeful interactions (Aut 1) • Strengthen continuous provision so vocabulary and key learning are deliberately practiced (Aut 1) • Implement a consistent daily phonics routine from entry to Reception (Aut 1) • Introduce same-week identification and intervention for children falling behind (Aut 2) • Moderate EYFS assessment and provision each half term (Aut 1)	• Starting-point information is visible in planning and provision. • All adults can identify the intended vocabulary and learning for interactions. • Phonics fidelity is evident in every session. • Children falling behind receive timely additional practice. • At least 80%+ of children meet or exceed school end-of-year targets, with gaps reducing.	• Improved phonics assessments and early reading fluency. • Learning walks show purposeful adult interaction and vocabulary development. • Provision observations show progression in challenge. • GLD and phonics outcomes improve year on year.

	Actions to date	- Support teacher in implementing assessment of foundational skills - Review of skills and vocabulary progression - Focus on learning opportunities linked to ELG and GLD, and all adults able to articulate what skills/vocab are being developed - Design CPD opportunities, focusing on oracy of children and adults - Plan leadership time- Half day each week		
Personal Development & Wellbeing NEEDS ATTENTION	The programme reflects school values but is not coherently sequenced. Staff are unclear about weekly knowledge and pupils do not consistently recall key ideas, including beliefs in different religions.	- Map PSHE/RSE, SMSC, British Values, relationships, health and safety knowledge from EYFS–Y6 (Aut 1) - Identify precise end points and essential vocabulary for each unit (Aut 1) - Create a whole-school knowledge and vocabulary progression document (Aut 1) - Use retrieval, discussion and low-stakes checks to secure knowledge (Aut 1) - Strengthen RE knowledge and opportunities to learn about different faiths/worldviews (Aut 2) - Monitor participation and pupil voice (Aut 1)	- Every year group has a clear sequence and weekly intended learning. - Staff can explain what pupils should know before and after each unit. - Pupil responses demonstrate improving recall. - Participation in enrichment is monitored by group and need.	- Work scrutiny and pupil voice show cumulative knowledge. - Improved recall in PSHE/RE checks. - Participation data demonstrates equitable access. - Governors receive termly personal-development impact reports.
	Actions to date	- Design and implementation of assemblies focused on PD, for example misogyny, racism, and all other forms of discrimination. - Provide opportunities for children to work with outside agencies to develop understanding of their roles and responsibilities in society (Coram, Loudmouth, Air Ambulance)		
Personal Development	The range of enrichment is limited and does not meet varied needs and interests. Disadvantaged pupils and pupils with SEND often participate by chance rather than design.	- Create a whole-school enrichment entitlement from EYFS–Y6 (Aut 2) - Audit clubs, trips, leadership, arts, sport, cultural and community experiences (Aut 1) - Identify gaps by year group and pupil group (Aut 2) - Track participation for disadvantaged pupils, SEND and other vulnerable groups (Aut 2) - Introduce targeted invitations/subsidies where barriers exist (Aut 2) - Build partnerships with community organisations (Aut 2)	- Every pupil has access to a balanced minimum entitlement each year. - Participation gaps between groups reduce term by term. - Enrichment offer reflects pupil interests and local/community opportunities. 90%+ of pupils participate in at least one additional enrichment opportunity per term.	- Participation dashboard reviewed termly. - Pupil voice shows increased breadth of experiences. - Governors can see how disadvantaged/SEND funding and provision remove barriers. - Case studies demonstrate impact on confidence, leadership and belonging.
	Actions to date	- Introduction of leadership responsibilities for children - Expectation of termly trips - Enrichment of curriculum throughout the year on 'events' calendar		

Achievement URGENT IMPROVEMENT	Pupils do not make sufficient progress. Foundations in communication, reading, writing and number are insecure. Gaps are not identified or addressed quickly enough. Disadvantaged outcomes are particularly weak.	• Establish rigorous baseline, diagnostic and termly assessment systems (Aut 1) • Identify 'must know' gaps in reading, writing and maths for every pupil (Aut 1) • Introduce half-termly pupil progress meetings with precise actions (Aut 1) • Deliver structured catch-up/intervention with entry/exit measures (Aut 1) • Prioritise disadvantaged pupils and pupils with SEND (Aut 1) • Strengthen early reading, fluency, vocabulary and number foundations Aut 1) • Monitor intervention fidelity and impact (Aut 1) • Use assessment to inform teaching rather than simply record attainment (Aut 1)	• Every pupil has identified priority gaps and a documented response. • Gaps are reviewed at least half termly. • More pupils meet year-group expectations each term. • KS2 outcomes move progressively towards national expectations. • Disadvantaged attainment gap reduces substantially year on year.	• Termly data demonstrates accelerated progress. • Intervention records show measurable gains. • Work scrutiny shows fewer persistent gaps. • By July 2027, school attainment and progress measures show clear improvement from 2025/26 starting points.
	Actions to date	• Termly assessments introduced • Analysis of data (assessment outcomes) • Setting up of interventions, with a focus on vulnerable children, and foundational skills • Introduced impact measurements for interventions • Regular QA of teaching and curriculum- this has informed SLT to lead change on reading curriculum (Aut) and foundation curriculum (Spr) • Introduction of half termly meetings with SEND parents to discuss achievement and how home can support further • Delivery of parent workshops on what learning looks like in school and how parents can support further at home • Regular home learning, focusing on foundational skills		
Attendance & Behaviour URGENT IMPROVEMENT	Attendance is low and persistent absence is high. Analysis of barriers is weak. Behaviour routines are inconsistent and low-level disruption affects learning.	• Introduce a precise attendance strategy using weekly analysis by pupil, group, class and reason (Aut 1) • Identify persistent absence at first sign of risk and allocate named support (Aut 1) • Strengthen parent communication, attendance expectations and escalation (Aut 1) • Use attendance panels/case reviews for persistent absence (Aut 1) • Establish a single whole-school behaviour approach with clear routines, scripts and consequences (Aut 1) • Train all staff and coach implementation, with particular focus on EYFS (Aut 2) • Use daily/weekly behaviour and attendance monitoring to identify patterns (Aut 1) Enhance playtimes and lunchtimes by getting play equipment out (Aut 2) Set up 2 weekly meetings to identify attendance/punctuality concerns, and establish narrative behind this. Plan actions to take (Aut 2)	• Overall attendance improves each term towards or above national trajectory. • Persistent absence falls significantly from the inspection baseline. • Attendance gaps for disadvantaged/SEND pupils reduce. • All staff apply behaviour routines consistently. • Low-level disruption reduces and learning time increases.	• Weekly attendance dashboard and half-termly case reviews. • Behaviour incident data shows a sustained downward trend. • Learning walks show calm, predictable routines. • Pupil/staff voice confirms greater consistency. • Improved punctuality and reduced persistent absence.
	Actions to date	• Setting up of 'Attendance team', who every two weeks discuss absence and consider the personal circumstance behind these children • Inform parents of expectations, and that there will be half termly reporting to parents through traffic light letters		

		· Address curriculum improvement to engage children more and improve attendance · Work with parents to form strong relationships and help with attendance issues		
Curriculum & Teaching URGENT IMPROVEMENT	Curriculum is not ambitious or well sequenced. Subject knowledge and explanations are inconsistent. Tasks do not reliably support learning. SEND adaptation is weak.	• Conduct a curriculum audit and redesign progression from EYFS–Y6 (Aut 1) • Define essential knowledge, vocabulary and skills in each subject (Aut 1) • Sequence learning carefully so knowledge builds over time (Aut 1) • Introduce a teaching framework focused on explanation, modelling, checking understanding, guided practice and retrieval (Aut 2) • Deliver subject-specific CPD and coaching (Aut 1) • Establish a consistent approach to adapting teaching for SEND without lowering ambition (Aut 1) • Use instructional coaching and peer observation (Aut 1) • Monitor curriculum implementation through work scrutiny, planning review, pupil voice and lesson visits (Aut 1) Carry out lesson visits and provide SMART target feedback(Each half term) Develop record keeping for teacher's quality assurance outcomes (Aut 2)	• Curriculum documents show clear progression and ambitious end points. • Teachers demonstrate secure subject knowledge. • Lessons include clear explanations and checks for understanding. • Pupils can explain what they are learning and recall prior knowledge. • SEND pupils access ambitious curriculum content through appropriate adaptations.	• Monitoring shows increasing consistency across subjects/classes. • Pupil work demonstrates stronger knowledge retention and progression. • Assessment outcomes improve. • Staff CPD evaluations and coaching records show changes in practice. • External/local authority review identifies improved curriculum quality.
	Actions to date	· Carried out QA of reading curriculum. · Carried out QA of writing curriculum. · Visited other schools and spoke to leaders in other schools to support our actions in changing the English curriculum (we will adopt RWI and also Literacy Leaf) · Carried out QA of maths curriculum. Informed me Mastering Number inconsistently taught and teacher knowledge needs addressing · Created a CPD program for maths teaching, working with Maths Hub · Facilitated Maths Hub learning walk and also support for maths lead · Created and facilitating CPD program for teachers- this half term focusing on assertive behaviour and 6 Principles of Great Teaching (Shaun Allison and Andy Tharby's book Making Every Lesson Count 2015) · Worked with WCC to look at improvement in Reception. Significant support has been planned and delivered in reception (See 'Early Years' above)		

Inclusion URGENT IMPROVEMENT	Leaders do not identify needs accurately enough or reduce barriers effectively. Oversight of disadvantaged pupils, SEND and pupils known to social care is weak. Pupil premium impact is unclear.	• Create a single inclusion register/profile with accurate needs, barriers, provision and review dates (Aut 1) • Strengthen SEND identification and assessment processes with SENCO oversight (Aut 1) • Establish provision maps and measurable outcomes for targeted support (Aut 2) • Review pupil premium strategy against identified barriers and outcomes (Aut 1 and 2) • Hold half-termly inclusion progress meetings (Aut 1) • Train staff in adaptive teaching, SEND and disadvantage-responsive practice (Aut 1) • Track attendance, attainment, behaviour and participation for vulnerable groups (Aut 1) • Strengthen governor oversight of inclusion (Aut 2)	• Accurate pupil profiles are available and understood by staff. • 100% targeted provision has measurable intended outcomes. • Pupil premium spending is linked to barriers and evaluated for impact. • Gaps in attendance, attainment and participation reduce. • SEND pupils increasingly access and succeed in the full curriculum.	• Provision maps and case studies evidence impact. • Half-termly group data shows improving trajectories. • Governors challenge impact rather than activity. • Staff can explain adaptations for identified pupils. • Reduced number of pupils whose needs remain unidentified/unmet.
	Actions to date	• CPD on what inclusion is, what adaptation is, who are our vulnerable learners • Creation of provision matrix to map out provision for vulnerable learners. This also will track their improvement • Delivery of parent workshops to discuss the Kingsbury offering and how families can support further • Design and implementation of intervention program which prioritizes vulnerable learners		
Leadership & Governance URGENT IMPROVEMENT	Self-evaluation is too generous and does not reflect pupils' experiences. Priorities have not been identified or tackled quickly enough. Governance relies too heavily on leaders' reports. Staff development lacks a coherent focus.	• Rebuild the SEF around evidence, inspection findings and pupil experience (Aut 2) • Establish a concise termly school improvement dashboard (Aut 2) • Give governors training on statutory duties, equality, attendance, safeguarding and educational outcomes (Aut 2) • Governors undertake focused visits and triangulate evidence independently (Aut 2) • Introduce a governor committee/monitoring cycle linked to SIP priorities (Aut 2) • Create a coherent professional development programme based on identified teaching and leadership needs (Aut 1) • Use coaching, CPD, moderation and review cycles to test impact (Aut 2) • Report honestly on progress, including where actions have not worked (Aut 2)	• SEF judgements are evidence-based and match external/internal evidence. • Governors can explain key strengths, weaknesses, actions and impact. • Every SIP priority has a named leader, milestones and evidence source. • Staff training is linked to identified needs and evaluated for impact. • Governors challenge leaders effectively and follow up agreed actions.	• Termly governor minutes show effective challenge and follow-up. • External reviews confirm improved self-evaluation accuracy. • Staff practice improves following CPD/coaching. • SIP milestones are met or corrective action is recorded promptly. • Leadership capacity is demonstrably stronger by July 2027.
	Actions to date	• CPD program for leaders • Regular release time for subject leads to plan and review improvement plans • Release time for DHT and SENDCo to focus on leadership responsibilities • CPD program for support staff and also teaching staff		

Whole-school implementation and monitoring cycle

Frequency	Activity	Lead	Evidence / reporting
Weekly	Attendance, safeguarding and behaviour review; identify pupils needing immediate action.	Headteacher / DSL / Attendance Lead	Dashboards, case logs, behaviour records
Fortnightly	Teaching and curriculum implementation checks; coaching and feedback.	SLT / Subject Leaders	Learning visits, coaching notes, pupil work
Half-termly	Pupil progress and inclusion review; intervention impact; enrichment participation.	SLT / SENCO / Pupil Premium Lead	Assessment dashboard, provision maps, participation data
Termly	SIP review against milestones; governor challenge and curriculum/personal development review.	Headteacher / Governors	SIP RAG report, governor minutes, evidence pack
Annually	Full evaluation of impact and reset of priorities using internal and external evidence.	Headteacher / SLT / Governors	SEF, annual evaluation, next SIP

Key baseline evidence from Ofsted:
2024/25 combined RWM expected standard was 54% against 62% nationally;
reading 63% against 75%;
mathematics 59% against 74%;
overall absence 7.2% against 5.2%;

persistent absence 19.5% against 13.3%.

These figures should be used as starting-point evidence rather than as the sole measure of improvement.

Priority sequencing:

- 1) curriculum, teaching and achievement;
 - 2) attendance and behaviour;
 - 3) inclusion;
 - 4) leadership/governance and staff development;
 - 5) early years;
 - 6) personal development
- safeguarding maintained as a non-negotiable strength.