



Sheet Primary School School Improvement Plan



2025 – 2026



Objective 1: Embed a Consistent and Effective Curriculum to Enable Pupils to Learn and Recall Key Knowledge across All Subjects, Including Early Years

Objective 2: Develop Mastery Maths Teaching in Infant Classes to Enhance Mathematical Understanding and Fluency

Objective 3: Enhance pupils' oracy, emotional regulation, and understanding of equality and child rights to support confident communication and wellbeing across the school community.



School Improvement Plan for Sheet Primary School

Objective 1: Embed a Consistent and Effective Curriculum to Enable Pupils to Learn and Recall Key Knowledge Across All Subjects, Including Early Years

Action Plan: Curriculum Consistency and Independent Learning Development

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Review and refine curriculum plans to ensure clear sequencing and progression in all subjects, focusing on key knowledge and skills	Curriculum Lead / Subject Leads	Current curriculum documents, planning templates	By December 2025	<ul style="list-style-type: none"> - Curriculum maps clearly identify key knowledge and skills per year group and subject - Progression and sequencing documents updated and shared with staff <i>This is completed and road maps have been created for all subjects (except for those large subjects that a leader has two to lead)</i> <i>Needs to be followed through and used next year to finish and embed use</i>
Develop and implement a curriculum review and revisit schedule to embed long-term memory and knowledge recall	Senior Leadership Team	Curriculum planning time, staff meeting time	January 2026	<ul style="list-style-type: none"> - Review/revisit timetable published and integrated into medium-term plans - Evidence of planned retrieval activities in lessons <i>Retrieval is planned in lessons and the use of the completed maps above will enable teachers to</i>



				<p><i>understand what has gone before to ensure correct retrieval.</i></p> <p><i>Needs to be followed through next year to embed</i></p>
Provide targeted professional development for staff on selecting appropriate activities that support key knowledge acquisition	SENCO / CPD Lead	Training materials, external consultants if needed	Ongoing through Spring 2026	<ul style="list-style-type: none"> - All teachers participate in training sessions - Lesson observations show improved activity choices aligned with curriculum intent <p><i>Staff meetings held on key knowledge requirements, this has helped to refine the KS1 curriculum so that more time can be spent on basic skills as per DfE stronger starts information.</i></p> <p><i>Needs to be embedded next year as curriculum/timetable embeds itself</i></p>
Enhance Early Years environment to support independent exploration that promotes understanding and learning	EYFS Lead	EYFS resources, play materials, environment audit	By March 2026	<ul style="list-style-type: none"> - Early Years environment audit completed - New resources purchased and deployed - Observations show children engaging in purposeful independent play <p><i>Huge changes across the EYFS classroom, calm investigative play, children respecting surroundings, training completed by the two staff on 'inclusive' EYFS practice.</i></p>
Monitor and evaluate implementation through work scrutiny, lesson observations, and pupil voice	Senior Leadership Team	Observation schedules, pupil surveys	Termly from January 2026	<ul style="list-style-type: none"> - Termly reports show increasing consistency in curriculum delivery - Positive pupil feedback on learning clarity and engagement <p><i>Children talk about the different subjects with confidence and engagement, during the year they have been able to talk about their learning enthusiastically. The curriculum long term and medium terms have been developed further.</i></p>



Update November 2025

- Conducted two dedicated staff meetings focused exclusively on the history curriculum.
- Staff collaboratively reviewed current history planning to identify areas where sequencing and progression could be strengthened.
- Early indications show staff are increasingly confident in designing tasks that promote deeper knowledge retention, which is expected to enhance pupils' mastery of historical concepts.
- Explored strategies to improve the selection of learning activities to better support pupils in acquiring and recalling key historical knowledge.
- Discussed alignment of history curriculum with mixed-age classes to ensure all pupils are appropriately challenged and supported.
- Recruitment of a new Early Years teacher with a strong commitment to enriching the learning environment.
- Introduction of a diverse range of new, open-ended resources that encourage curiosity and creativity.
- Reconfiguration of the classroom layout to provide inviting, accessible learning zones that stimulate independent investigation.
- Emphasis on providing materials that support the seven areas of learning while encouraging pupils to engage in self-directed discovery.

Impact and Outcomes

- Staff have developed a clearer, shared understanding of key knowledge and skills pupils should acquire at each stage of the history curriculum.
- Improved curriculum sequencing has been mapped out to build progressively on pupils' historical understanding, supporting effective knowledge retention.
- Enhanced planning now incorporates more purposeful and targeted activities, reducing previous inconsistencies and aligning tasks more closely with intended learning outcomes.
- Early feedback from staff indicates increased confidence in delivering history lessons that engage pupils and promote deeper learning.
- This refinement contributes directly to pupils' readiness for future learning stages, ensuring they achieve well and access the wider curriculum effect.
- Increased pupil engagement: Children in Early Years are now more frequently observed choosing activities independently and showing deeper concentration during play.
- Enhanced understanding: Early observations indicate that pupils are making more meaningful connections between play and learning objectives, supporting readiness for Key Stage 1.
- Positive feedback from staff and parents noting pupils' enthusiasm for exploring the environment and developing confidence in school routines.
- Supports consistency with teachers' strong subject knowledge by ensuring the physical environment complements teaching strategies, enabling pupils to consolidate key knowledge through purposeful play.
- Reinforces the school's culture of high expectations for behaviour and learning by fostering independence and responsibility from the outset.



Update March 2026

Actions Taken

- Conducted a Religious Education (RE) curriculum meeting to engage teachers with content development.
- Allocated dedicated time for the Science leader to explore alternative learning sources, review curriculum content, and map year group progression.
- History and Geography curriculum lead confirmed and communicated curriculum changes to governors.
- Enhanced the Early Years classroom environment by introducing low lighting, a sofa, revised classroom areas, and curriculum adjustments to promote explorative, calm, and positive learning; children now wear slippers in class to support this atmosphere.
- Developed an interactive computing roadmap, serving as a model for subject leaders to create clear learning journeys that include memory jogger questions to support knowledge retention.
- Two staff members completed the 'Every Step of The Way' training from Hampshire County Council, focusing on inclusive provision for vulnerable learners; they have applied this knowledge to create more inclusive environments through relationship building, nature re-engagement, expressive arts, and open-ended play.
- Conducted a whole-school environmental sensory audit during a staff meeting, yielding suggestions to further enhance the school's learning environment.

Update June 2026

Impact and Outcomes

- Curriculum Consistency and Clarity: The RE, Science, History, and Geography curriculum reviews and updates have ensured clearer progression and more purposeful activity choices aligned with intended knowledge outcomes. This supports staff in delivering well-sequenced lessons that address prior inconsistencies.
- Enhanced Early Years Learning Environment: Changes to the physical environment and curriculum have improved children's independent exploratory learning, addressing Ofsted's point about supporting understanding during play. The calm atmosphere promotes readiness for school life and positive behaviour expectations.
- Stronger Knowledge Retention: Interactive subject roadmaps with embedded memory jogger questions provide pupils and staff with clear expectations and reinforce knowledge recall across subjects, directly targeting the identified area for improvement.



- Inclusive Learning Provision: The staff training and subsequent environmental adaptations have fostered more inclusive classrooms, ensuring vulnerable pupils receive tailored support and benefit from positive relationships, expressive arts, and open-ended play opportunities.
- Ongoing Environmental Enhancements: The sensory audit has created a platform for continuous improvement to the school environment, further supporting pupils' well-being and readiness to learn.

Objective 2: Develop Mastery Maths Teaching in Infant Classes to Enhance Mathematical Understanding and Fluency

Action Plan: Mastery Maths Development in Infant Classes

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Provide training and coaching on Mastery Maths approaches tailored for infant classes	Maths Lead / External Trainer	Mastery Maths training materials, coaching time	By November 2025	- All infant teachers complete Mastery Maths training - Coaching sessions scheduled and attended <i>All coaching and training sessions have been attended by both AB and EL to ensure mastery approach to infant maths is consistent</i>
Review and adapt maths planning to incorporate Mastery Maths principles and ensure progression	Maths Lead / Infant Teachers	Updated schemes of work, planning time	By December 2025	- Maths plans reflect Mastery approach - Progression documents updated for Mastery Maths <i>As above, mastery maths has been consistent all year for Y1/2</i>



Develop assessment tools that measure mastery and fluency in maths for infant pupils	Maths Lead	Assessment frameworks, data tracking tools	By January 2026	<ul style="list-style-type: none"> - Assessment tools aligned with Mastery principles in use - Data shows pupil progress in fluency and understanding
Facilitate peer observations and sharing of best practice in Mastery Maths teaching	Maths Lead	Observation schedules, staff meeting time	Termly from January 2026	<ul style="list-style-type: none"> - Peer observations completed with feedback given - Evidence of improved teaching strategies in lessons <p>This has not yet been achieved due to time constraints with teacher being unable to get around to observe whilst teaching herself. Needs to be developed for next year.</p>
Engage parents with information sessions about Mastery Maths to support learning at home	Maths Lead / Parent Liaison	Presentation materials, communication channels	By March 2026	<ul style="list-style-type: none"> - Parent sessions held - Positive parent feedback and increased engagement in maths at home <p>Some information has been shared and again, we need to postpone this until September for new cohorts with our development it will be Year R, 1, 2, 3 next year so a full parent workshop would be appropriate. To be developed next year.</p>

Update November 2025

Actions Taken

- The maths specialist and Early Years Foundation Stage (EYFS) teacher undertook focused training sessions on Mastery Maths methodologies.
- Mastery Maths techniques have been introduced and applied across Reception, Year 1, and Year 2 classrooms using official and validated mastery materials.
- Maths planning has begun to be reviewed and adapted to incorporate these principles, emphasising deep conceptual understanding and fluency.
- Informal peer observations have been initiated to share effective mastery teaching strategies among infant phase staff.
- Preliminary steps towards parental engagement, including planning information sessions to explain Mastery Maths approaches and how parents can support learning at home, have been put in place.



Impact and Outcomes

- Pupils in infant classes are increasingly exposed to high-quality, mastery-focused mathematics teaching that emphasises problem-solving, reasoning, and deep understanding.
- The use of mastery resources and progressive planning supports pupils in building core mathematical concepts securely before moving to new content.
- Early indications from teacher feedback suggest improved pupil engagement and confidence in maths activities, with pupils showing enthusiasm for problem-solving tasks.
- The embedding of mastery teaching aligns with the school's objective to develop all pupils' skills systematically and to ensure readiness for Key Stage 1 and beyond.
- This targeted approach addresses the Ofsted comment regarding some inconsistency in activity choices by providing clearer structure and progression in maths learning.
- The focus on mastery supports the school's wider commitment to inclusion and meeting diverse pupil needs, as teaching is adaptive to pupil understanding rather than pace-driven.
- Staff feel supported in their professional development through training and peer collaboration, contributing to the school's strong culture of continuous improvement.

Update March and June 2026

Actions Taken:

- The Maths Leader has continued to develop expertise in maths mastery pedagogy.
- Commenced the Maths Mastery Specialist qualification, completing two training sessions focused on applying mastery principles in the classroom.
- Supported the Year R teacher in planning and assessment, particularly within the maths domain of representation and structure, reflecting on 'big ideas' to deepen pupil understanding.
- Maintained participation in mastery number fluency sessions in Key Stage 1, adapting strategies for use in Key Stage 2 maths interventions.
- Collaborated with the maths hub lead to develop mixed-age planning and strategise future developments aimed at expanding mastery teaching into Key Stage 2.

Impact and Outcomes:



- Enhanced planning and assessment support in Year R has contributed to a more focused approach on key mathematical concepts, particularly in representation and structure. This helps pupils build foundational skills critical for progression to Key Stage 1.
- The Maths Leader’s specialist training has enabled more informed reflection and practical application of mastery principles, improving the consistency and quality of maths teaching activities.
- Continued engagement with mastery fluency sessions has supported targeted interventions in Key Stage 2, indicating early benefits in pupils’ recall and application of number facts.
- Collaborative planning for mixed-age classes ensures that mastery approaches are adapted appropriately, addressing the challenge of delivering key knowledge across varying ages and abilities within smaller class settings.
- These developments respond directly to the Ofsted inspection comment noting occasional inconsistencies in activity choices that affect pupils’ ability to build intended skills and knowledge. By embedding mastery teaching principles, tasks are increasingly designed to secure deep understanding and fluency.

Objective 3: Develop Oracy Skills and Emotional Regulation Across the School to Promote Confident Communication and Well-being

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Collaborate with Oracy South to develop discussion guidelines tailored for each class.	English Lead & Oracy South	Oracy South expertise, staff meeting time	By December 2025	<ul style="list-style-type: none"> - Discussion guidelines co-created and embedded in classroom practice. - Pupils demonstrate improved speaking and listening skills.



				Two staff members have attended all session twilights. This has been disseminated down to teachers and support staff at INSET June. Whole body listening, oracy notice boards and teaching of oracy tactics is starting to take place across the school. Next year this needs to be embedded into class teaching.
Implement Zones of Regulation across school, including training for staff and workshops for parents.	SENCo & Pastoral Lead	Zones of Regulation resources, training materials	Autumn 2025 - Spring 2026	<ul style="list-style-type: none"> - Staff and parents understand and use Zones language. - Pupils can identify and regulate emotional states effectively. <p>Following training, Pupils and staff have regularly used ZOR and parents have been given information on this. Embedded practice now.</p>
Develop a pupil-led project to promote equality and child rights based on Equality Act and UNCRC principles.	PSHE Lead & SENCo	Curriculum resources, pupil leadership time	Spring - Summer 2026	<ul style="list-style-type: none"> - Pupils actively engage in projects promoting equality and rights. - Increased pupil awareness of protected characteristics and UNCRC. <p>All EARA pupils have been involved in all meetings in the group alongside Y5/6 teacher.</p>



<p>Embed oracy and emotional regulation strategies into daily teaching and pastoral support.</p>	<p>All Staff</p>	<p>Ongoing CPD, curriculum integration time</p>	<p>Ongoing from Autumn 2025</p>	<ul style="list-style-type: none"> - Oracy and Zones strategies visible in lessons and around school. - Positive impact on pupil wellbeing and communication observed. <p>As above Oracy is in it's infancy and needs leading forward with staff meetings and feedback as the year progresses to ensure consistency across classes and oracy skills and opportunities used throughout the school. More staff to visit Liphook Jnr to see in action, Home and homework changes to reflect oracy activities.</p>
<p>Monitor impact through pupil and parent surveys, and observations of pupil behaviour and communication</p>	<p>Pastoral Lead / SLT</p>	<p>Survey tools, observation schedules</p>	<p>Termly from March 2026</p>	<ul style="list-style-type: none"> - Survey data reflects improved pupil confidence and emotional regulation - Behaviour records show positive trends <p>Children dysregulating has become less evident, with well adapted strategies from SENCo and resources and training for staff, there is definitely a more patient and clear understanding of why a child is dysregulated. Child and parent surveys completed and actions taken where necessary. Need to follow this through with PDA training (Jun</p>



				26 whole staff meeting, emotional coaching, TSEND training throughout next year.
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Update November 2025

Actions Taken

- Two teachers participated in two afternoons of targeted training with Oracy South to support the development of discussion guidelines tailored for each class.
- All staff received comprehensive training on the Zones of Regulation during an INSET day, with information disseminated to parents via communication channels and the school website.
- Classrooms have been equipped with calm boxes to support neurodiverse pupils in managing dysregulation.
- A 'dark tent' has been introduced as a safe space for children experiencing heightened dysregulation.
- The Equality and Rights Ambassadors (EARA) team initiated a pupil-led project by:
 - Leading assemblies focused on different UN Rights of the Child.
 - Developing a dedicated notice board to raise awareness of equality and rights.
 - Presenting at key school events such as Children in Need and the Harvest Festival.

Impact and Outcomes

- **Enhanced Oracy Skills:** The Oracy South training has enabled teachers to implement structured discussion guidelines, fostering greater pupil confidence and skill in verbal communication. Pupils are increasingly engaging in meaningful, age-appropriate discussions, improving their ability to articulate ideas clearly and listen respectfully.
- **Improved Emotional Regulation:** The whole-staff Zones of Regulation training has contributed to a consistent approach in supporting pupils' emotional literacy and self-regulation across all year groups. The calm boxes and 'dark tent' have provided effective practical resources that enable pupils, especially those with additional needs, to manage their emotions proactively, contributing to the overall calm and focused learning environment noted by Ofsted.



- **Promotion of Equality and Rights:** The EARA team's pupil-led initiatives have strengthened the school's inclusive ethos and community awareness of equality and children's rights. Assemblies and visual displays have engaged the wider school community, fostering a culture of respect, tolerance, and understanding—key values highlighted as strengths in the recent inspection.
- **Parental Engagement:** Communication sent to parents regarding Zones of Regulation has increased awareness and understanding of emotional regulation strategies beyond school, supporting a consistent approach between home and school.

Update March 2026

Actions Taken:

- Staff have engaged in ongoing monthly training focused on oracy and emotional regulation strategies.
- Some teachers have implemented specific techniques in classrooms, such as encouraging pupils to build on others' ideas and to practise respectful disagreement during discussions.
- The Emotional and Regulation Awareness (EARA) team continues to collaborate with other schools, conducting classroom visits to observe inclusivity practises and sharing findings.
- The EARA team uses assembly time to educate pupils on the United Nations Convention on the Rights of the Child, reinforcing personal and social responsibility.
- A prejudicial language audit was completed and presented to governors; the EARA team is now developing lessons aimed at younger pupils to address identified gaps.

Update June 2026

- Two staff led a morning of oracy the research behind it. Good oracy strongly predicts future academic success and employability. Explicit teaching of talk improves attainment, confidence, wellbeing and participation. Oracy particularly benefits disadvantaged learners and can reduce inequality. Staff understood the four strands of Oracy: Cognitive, Linguistic, Physical, Social and Emotional

Further action is needed over summer to:

Create - discussion guidelines for each class building on each class.

Introduce talk tactics

Introduce whole body listening

Put class into talk partners



Further work needed in September:

To send information home to build practice at both school and home same language etc

Homework to include oracy opportunities

Staff to visit Liphook school: JA, KJ, LB, LG, FS, KL

Behaviour policy discussion, lunch and healthy eating

Impact and Outcomes

- Incidences of emotional dysregulation have decreased, indicating improved pupil self-regulation.
- Pupils demonstrate increased ability to articulate their emotions and connect these to the 'zones of regulation' framework, enhancing their emotional literacy.
- Classroom observations during the recent LLPR visit confirmed that oracy techniques, such as building and respectfully disagreeing, are being trialled effectively, fostering confident and thoughtful communication.
- The ongoing work of the EARA team has strengthened cross-school collaboration on inclusivity, enriching the school's approach to personal development.
- The prejudicial language audit has heightened awareness among staff and governors, prompting targeted teaching to promote respect and tolerance from an early age.
- The inset morning and time for staff to develop groups and materials for display has enabled a whole school understanding of the need for improved oracy and opportunity to trial some of the techniques this summer term.

Evidence used to write SIP:

Ofsted Jan 2025

The environment in **early years** covers the seven areas of learning but does not always support children to develop their understanding when playing independently.



There is some inconsistency in how well **activity choices** support pupils to learn the key information that the school has identified. This means that, on occasion, pupils do not build the intended **skills and knowledge**. The school should embed the curricular changes so that **all tasks consistently enable pupils to learn and recall** the intended curriculum.

Sometimes, however, staff do not always choose the most **appropriate activities** to help pupils learn the important knowledge they need.

Writing Framework Summary DfE July 2025 - Spoken language is as important for writing as for reading

Pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently. <https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary>

EEF Improving Mathematics:

A guidance report from the Education Endowment Foundation [Improving Mathematics in Key Stages 2 & 3](#) was published in November 2017. It **endorses many of the components of teaching for mastery**. Links between its recommendations and a teaching for mastery approach are made explicit in this [blog](#) by Professor Jeremy Hodgen. Professor Hodgen is Chair of Mathematics Education at the UCL Institute of Education, who led the evidence review.

Many aspects of mathematics **mastery programmes are aligned with evidence on high quality maths teaching**, including the use of manipulatives and representations, emphasis on mathematical structure and a focus on teaching problem solving strategies.

A [report](#) by the [Fair Education Alliance](#) looks at schools with **good outcomes for disadvantaged children** in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for **mastery as a key factor**.

Impact Statement



Successfully implementing these objectives Has ensured that pupils at Sheet Primary School experience a consistently well-planned and executed curriculum that supports deep understanding and long-term recall of key knowledge and skills.

Early Years pupils benefit from enriched environments that promote independent learning and exploration, laying a strong foundation for future success. The development of Mastery Maths in infant classes has enhanced mathematical fluency and confidence, ensuring pupils build solid conceptual understanding from the start of their education.

Additionally, embedding structured oracy and emotional regulation frameworks have begun to empower pupils to communicate effectively, manage their emotions, and engage positively with their peers and the wider community.

Collectively, these improvements have raised pupil outcomes, fostered resilience and well-being, and prepared all pupils thoroughly for the next stages of their education in line with the expectations of the OFSTED framework.