Morley Primary School

School Improvement Plan

September 2025-2026

The Morley Feeling where anything can be achieved.

School context

% of SEND	6%
% of Pupil Premium	8.86%
Last Ofsted inspection date and grade	Not Inspected
Number on roll	84
Attendance	97.6% 2023/2024 97.6% 2024-2025

The school's key priorities for academic year 2025-2026

Priority 1: Embed a Transformational Reception/Year 1 Provision That Reflects Our Ethos and Curriculum Aims

Priority 2: Embed Writing Excellence Across All Year Groups with an increase focus on writing for Greater Depth

Priority 3: Ensure Curriculum Continuity and Equity Across New Mixed-Age Class Structure.

PRIORITY 1: Embed a Transformational Reception/Year 1 Provision That Reflects Our Ethos and Curriculum Aims	Rationale for priority 1 With a significant shift in school structure — moving from a balanced Class 1 cohort to a predominantly Reception group (20 Reception, 9 Year 1 children) — it is essential to transform the classroom environment, pedagogy, and routines to meet the developmental needs of younger children, while ensuring continuity into Key Stage 1. This group represents almost a quarter of the school and must be rooted in **The Morley Feeling**, our whole school ethos. Their start to school should be rich, nurturing, language-filled and underpinned by strong foundations in phonics, continuous provision, and emotional wellbeing.	IMPACT (July 2026)

Success Criteria:

Standards based success criteria

- Children settle quickly, feel secure, and demonstrate high levels of engagement, independence, and early leadership.
- The learning environment supports all areas of development, and provision is tailored to both EYFS and Year 1 learning goals.
- Teaching is responsive and rooted in high-quality observation and assessment.
- Phonics outcomes continue to rise, with gaps closing quickly for any vulnerable learners.
- Children leave Class 1 with a strong sense of identity and belonging, equipped with the vocabulary, confidence and foundations to succeed.

	Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
1.1	Develop a high-quality Reception environment that prioritises **indoor and outdoor continuous provision** with clear zones for communication, problem	Class Teacher	**Autumn 1**: Classroom layout redesigned with clearly defined provision areas indoors and outdoors. **Autumn 2**: Provision maps and enhancements in place, linked to EYFS curriculum and the “Path to Success.”	TT/HR	Learning walks (half-termly), focusing on environment and provision use. EYFS staff to complete	£5 per child for journals Seesaw £7 per child £500 for additional resources

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
solving, creativity, and gross/fine motor development. *PP – Kinetic Letters and fine/gross motor interventions support early physical development and foundational skills.*		**Spring**: Continuous provision adapted for seasonal/contextual change; impact seen in children's independence and engagement. **Summer**: Audit shows sustained high-quality provision; moderation confirms strong coverage across all EYFS areas.		provision audits termly. Pupil voice: child interviews with photos of provision. SLT to review enhancements and progression in journals/evidence floor books and Seesaw portfolios	PTA support for furniture
1.2 Ensure equity of teacher time across Reception and Year 1 *PP – Subsidised breakfast/after school club ensures punctuality and emotional readiness for the day.*		**Autumn 1**: Timetable clearly shows balance of adult time across both year groups. **Autumn 2**: Observations show targeted teaching and responsive interactions with both year groups. **Spring**: Assessment shows both Reception and Year 1 children making strong progress. **Summer**: Staff reflect positively on balance; evidence of impact on learning and child outcomes.	TT/HR	Timetable and adult deployment review each half term. Planning scrutiny to ensure differentiation and targeted provision. Pupil progress meetings to discuss support for both year groups. Observation notes (Headmaster and EYFS lead) focused on adult interaction balance.	**£0 - £500** (internal work) - Cost = potential supply or cover for team planning/review sessions
1.3 Embed the Morley Feeling *PP – Happy Confident*	Class Teacher	**Autumn**: Children can talk about what it means to belong at Morley using age-	TT/HR	Journals to evidence positive moments and	**£300** for: - Display materials, books, and

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
People wellbeing sessions strengthen emotional regulation and belonging.		appropriate vocabulary. **Spring**: Morley Feeling elements are embedded in visual displays, routines, and interactions. **Summer**: Parents and children report high levels of wellbeing and connection to the school; The Morley Feeling is evident in all Class 1 practice – children to be Leaders for new starters		inclusion- Togetherness SLT observation of daily routines (e.g. welcome, transitions). Parental feedback (surveys/feedback from termly parent sessions). Pupil voice and classroom display reviews.	visual supports - Journals and scrapbooks
1.4 Full embed Morey Whole School Curriculum Pillars – Vocabulary, Locality, Leadership *PP – Vocabulary-rich reading programmes (Chestnut Books) support the Vocabulary pillar.*	Class Teacher	**Autumn**: Vocabulary displayed and actively referred to and used in provision; Locality maps/experiences planned; children supported to make choices and decisions. **Spring**: Local visits/trips/visitors in place. Vocabulary development tracked through ongoing assessment and recorded child talk. **Summer**: Children show confidence in speaking, leading, and connecting learning to their local area and vocabulary themes.	TT/HR	Vocabulary mapping Vocabulary Tiers (annotated curriculum documents). Work samples (including talk transcripts, floor books, creative outcomes). Observation of adult-child interaction (ShREC approach). Pupil voice on vocabulary and local learning experiences.	**£1,000** for: - Local visits (transport or entry) - Vocabulary resources - Books reflecting local area and diversity Including PTA support

Actions		Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
1.5	Ensure continuation of Rigorous and Effective Phonics *PP – Early years targeted phonics & catch-up (Little Wandle) closes early reading gaps.*	Class Teacher	**Autumn**: Fidelity to scheme monitored weekly; baseline assessments in place. Fidelity to the scheme delivered for children with SEND. **Spring**: Interventions for identified children show impact; regular tracking updates. **Summer**: Y1 phonics check outcomes show improvement; Reception children on track.	TT/HR	Weekly phonics check-ins with EYFS team by HR. SLT spot checks of phonics teaching. Weekly phonics training through Little Wandle Use of phonics tracking grids. Half-termly phonics data reviews and follow-up intervention planning.	**£9000** from English Hub: - Decodable books - Phonics intervention resources - Training top-up
1.6	Plan and deliver a strong Reception-Year 1 and Year 1-2 Transition *PP – Targeted phonics and literacy interventions ensure vulnerable children are ready for Y1/Y2 transitions.*	Class Teacher	**Autumn**: Year 1 children supported with provision; staff training on transition best practice completed. **Spring**: Year 1 provision adjusted for readiness; continued use of enhanced provision in key areas. **Summer**: Transition support plan for next year's Year 1s co-developed by staff. Staff to meet for transition information for year 1 moving to Class 2	TT/HR	Staff planning meetings to review Year 1 support. Progress reviews for Year 1 children in core and foundation areas. Pupil progress tracking using NFER	£150 NFER **£300** for: - CPD on transition - Joint planning sessions - Materials to support Y1 provision
1.7	Develop Leadership Knowledge in EYFS *PP – PP-funded leadership*	TT	**Autumn**: Headmaster attends EYFS-specific training or ACE networks; initial learning walk with EYFS lead.	TT	Personal CPD log maintained.	Management cover to visit schools and training: **£500** for:

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
training strengthens understanding of barriers for disadvantaged pupils.		**Spring**: Joint moderation and observation with EYFS lead; Headmaster leads part of monitoring cycle. **Summer**: Confident in speaking about EYFS pedagogy, assessment, and curriculum at governor meetings and during inspection.		Agreed EYFS development time calendared termly. Reflective journal or action log with observations, questions, and key developments. Feedback from EYFS staff on support and leadership.	- EYFS leadership course or network membership - Cover for shadowing or moderation visits
1.8 Ensure handwriting is regular, explicit, precisely taught and built upon cumulatively. – Writing Framework *PP – Kinetic Letters funded through PP improves handwriting foundations.*	JW	**Linked to SIP Priority 2**			
Impact Autumn term					
Impact Spring term					
Impact Summer term					

PRIORITY 2: Embed Writing Excellence Across All Year Groups with an increase focus on writing for Greater Depth	Rationale for priority 2 Even though writing results are still good across school, they are not as high as other subjects – especially Reading and Maths. In 2024 SAT we achieved 10% GDS whilst this improved to 53.8% in 2025, we aim to ensure there is a more consistent progress across all year groups	IMPACT (July 2026)

Success Criteria:

Standards based success criteria

- All year groups demonstrate clear progression in writing skills, reflected in planning, teaching, and outcomes.
- Children show increased confidence, motivation, and pride in their writing across the curriculum.
- Consistent application of non-negotiables in handwriting, presentation, and grammar is evident in all classes.
- Staff engage actively in targeted CPD and demonstrate improved subject knowledge and teaching practice.
- Writing outcomes improve term on term, with a measurable increase in children meeting age-related expectations.
- Writing opportunities across foundation subjects are purposeful and contribute to skill development.
- Clear Greater Depth criteria are established, and moderation confirms consistent identification and support of children working at this standard.
- Year 6 children making more than expected progress in writing

	Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
2.1	Secure a clear progression in writing across all year groups including assessment *PP – Catch Up Literacy & Nessy screening support disadvantaged pupils in writing fundamentals.*	HR	- **Autumn:** Updated progression documents shared and understood by all teachers. Assessment in place Atm 2 and targets set	TT	- Termly planning scrutiny. - Book looks across year groups. - Moderation sessions with teaching staff.	£0-£250 time for moderation

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
		- **Spring:** Writing skills consistently applied in planning and teaching. Assessment monitored Spr 2 – targets/support analysed - **Summer:** Internal moderation evidences steady progress and skill development across year groups. Assessment analysis for next year			
2.2 Raise the profile of writing with children and staff *PP – PP-funded enrichment strengthens writing content knowledge.*	HR	- **Autumn:** Launch of whole-school writing focus (competitions, events, displays). C3 Creative Writing weekly focus with clear progression and expectations. - **Spring:** Pupils articulate enthusiasm and pride in writing. - **Summer:** Increased quantity and quality of independent writing	TT	- Pupil voice surveys/interviews. - Learning walks focused on writing culture. - Environment and display audits.	£400 (Author visits, display materials, writing rewards/prizes/vouchers)

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
		observed in books and displays.			
2.3 Embed non-negotiables and consistent expectations in writing *PP – Handwriting interventions funded by PP promote consistency in writing expectations.*		- **Autumn:** Clear non-negotiables for handwriting, presentation, grammar agreed. - **Spring:** Consistent application visible in books; effective feedback and marking. - **Summer:** Children demonstrate improved writing stamina and pride.	TT	- Book scrutiny termly. - SLT monitoring of marking and feedback. - Staff meetings to review and reinforce expectations	£0 (Covered within internal staff meeting time)
2.4 Develop teacher subject knowledge and pedagogy in writing *PP – CPD supported by PP enhances teaching of writing.*	HR	- **Autumn:** Teacher confidence audit completed; CPD plan developed inc Mighty Writer CPD for Class 1 staff and inc SEND - **Spring:** Peer coaching and regular writing staff meetings underway - **Summer:** Staff self-	TT	- CPD logs. - Peer observations and feedback. - Reflective staff surveys and self-assessments.	£800 (CPD courses, specialist training fees)

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
		evaluate improved writing teaching and pupil outcomes.			
2.5 Improve outcomes in transcription and composition *PP – TA-led targeted writing interventions funded by PP accelerate progress for disadvantaged writers.*	HR	- **Autumn:** Baseline assessments complete; targeted intervention plans in place. - **Spring:** Interventions monitored and adapted based on impact. - **Summer:** Measurable improvement in % of pupils at age-related expectations and at GDS for each year group	TT	- Regular data tracking. - Intervention records and reviews. - Pupil progress meetings focused on writing.	£500–£1,000 (Intervention materials, TA time)
2.6 6. Ensure writing has purpose across the curriculum *PP – Vocabulary and enrichment funded by PP support cross-curricular writing.*	HR	- **Autumn:** Cross-curricular writing opportunities planned. - **Spring:** Visible evidence of purposeful writing across subjects. - **Summer:** Writing	TT	- Curriculum planning review. - Book scrutiny in foundation subjects. - Subject leader monitoring reports.	£0–£300 (Resources for cross-curricular writing)

Actions		Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
			quality in non-core subjects matches English standards.			
2.7	Create clear expectations and moderation for Greater Depth writing *PP – Moderation and support funded via PP helps identify GDS for PP pupils.*	HR	- **Autumn:** Develop clear Greater Depth writing criteria for each year group. Internal moderation schedule established. - **Spring:** Staff trained on GD criteria; Internal moderation - **Summer:** External moderation confirms consistency in identifying and supporting GD writers.	TT	- Moderation meetings termly. - Book looks focusing on GD work. - Staff feedback and reflective practice sessions	£200 (Time for training and moderation sessions)
2.8	Ensure handwriting is regular, explicit, precisely taught and built upon cumulatively (Liked to SIP Priority 1 EYFS) *PP – PP-funded Kinetic Letters supports transcription development.*	HR	**Autumn** - Daily handwriting sessions are timetabled and embedded across EYFS, KS1 and KS2. Handwriting expectations are explicitly taught and displayed in every classroom.	TT	Learning Walks Book Looks Observations Book looks across the curriculum Timetables	Kinetic Letters £150 Kinetic Letters resources £150

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
		Staff complete a handwriting CPD on Kinetic Letters as a refresher to ensure consistency of modelling. Baseline handwriting samples collected from all year groups. **Spring** - Handwriting is taught consistently and seen across all books. Children show improved stamina and presentation. Interventions in place for those below expected standard. **Summer Term** - Most children show clear progress from Autumn baseline. Joined, fluent handwriting evident by end of KS1 and KS2. Handwriting supports confident, well-presented **writing across the curriculum**			

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
Impact Autumn term					
Impact Spring term					
Impact summer term					

PRIORITY 3: Ensure Curriculum Continuity and Equity Across New Mixed-Age Class Structure.	Rationale for priority 3 As we move to further mixed-age classes across the school, it is essential that every child continues to access a broad, well-sequenced curriculum that meets their needs and reflects our high expectations. This priority ensures curriculum integrity, progression, and equity of experience, regardless of class composition. By refining our planning, assessment, and teaching approaches—and using tools like Seesaw effectively—we will maintain strong outcomes and uphold the Morley Feeling for all children, ensuring that no learning is lost and every child feels valued, challenged, and supported.	IMPACT (July 2026)

Success Criteria:

Standards based success criteria

- All curriculum long-term plans are adapted to reflect mixed-age classes, ensuring clear progression and no repetition.
- Teachers feel confident in planning and delivering high-quality, adaptive teaching across split year groups.
- Classroom environments and provision meet the developmental and academic needs of all age groups within each class.
- Assessment systems accurately track progress for each year group, and pupil progress meetings identify and close gaps effectively.
- Targeted TA support and teacher time are equitably deployed across year groups.
- Seesaw is consistently used to showcase learning, engage parents, support peer assessment, and streamline class workflow.
- Substantive knowledge missed in Year 2 and Year 4 is identified, planned for, and addressed through targeted teaching.
- Lesson observations and pupil voice evidence strong engagement and challenge across all ages.
- Transition between EYFS, KS1, and KS2 is smooth and underpinned by clear documentation and shared expectations.

	Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
3.1	Conduct a curriculum audit to ensure coverage, progression, and no repetition in split year groups *PP – Targeted interventions ensure gaps in mixed-age classes do not*	Class teachers/Subject leaders	- **Autumn:** Curriculum audit completed for all mixed-age classes. - **Spring:** Gaps and overlaps identified	TT	- Audit reports reviewed by SLT. - Planning comparisons across year groups. - Staff feedback sessions.	£500

	Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
	widen for disadvantaged pupils.		and addressed. - **Summer:** Revised curriculum maps approved and embedded.			
3.2	Revise planning formats and long-term maps to reflect new class structures *PP – PP-funded resources support adapted planning for mixed-age groups.*	Class teachers/Subject leaders	- **Autumn:** New planning templates developed and shared. - **Spring:** Staff using revised long-term plans consistently. - **Summer:** Planning demonstrates differentiation and progression	TT	- Planning scrutiny termly. - Teacher questionnaires. - Sample lesson plans review.	Staff time £500
3.3	Ensure classroom environments reflect distinct needs of all age groups within a class *PP – Wellbeing and social development work funded by PP supports learning readiness.*	Class teachers/Subject leaders	- **Autumn:** Classrooms re-organised and appropriate layout - **Spring:** Resources reflect varied year group needs. - **Summer:** Environments support independent and group learning effectively.	TT	- Learning walks focusing on environment. - Pupil voice on classroom suitability. - Staff environment audit.	£500 resources
3.4	Assessment cycles to ensure progress	Class	- **Autumn:** Assessment	TT	- Assessment data	£600 NFER assessments

	Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
	tracking for each year group in mixed classes including phonics (including appropriate use of the Big Question in C2 and C3 for assessment) *PP – NFER assessments funded through PP track disadvantaged progress precisely.*	teachers/Subject leaders	timetable revised. - **Spring:** teaching and interventions in place based upon assessments - **Summer:** Data reports clearly analysed to support transition and future planning		reviews. - Pupil progress meetings. - SLT data discussions.	
3.5	Assign targeted TA support to ensure equity in teacher time and support including effective use of TA time *PP – TA deployment supported through PP ensures equity in split year groups.*	Class teachers/Subject leaders	- **Autumn:** TA deployment plan aligned to mixed-age needs and effective use of all available time. - **Spring:** TAs supporting targeted groups effectively. - **Summer:** Evidence of equitable support across year groups.	TT	- TA timetables and deployment reviews. - Pupil support records. - Teacher and TA feedback. TA performance management	
3.6	Pupil progress meetings explicitly focused on split year groups(Year 4) and gaps *PP – PP pupil focus within progress meetings ensures early*	All teaching staff	- **Autumn:** Meeting schedule established. - **Spring:** Meetings include detailed year	TT	- Meeting minutes and action logs. - Follow-up progress data. - Leadership review of	Staff meetings

	Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
	identification of gaps.		group data. - **Summer:** Targeted actions reduce gaps across groups.		impact.	
3.7	Use lesson observations and pupil voice to monitor engagement and challenge across ages *PP – Observations highlight PP engagement to ensure challenge and equity.*	Subject Leaders	- **Autumn:** Observation framework adapted for mixed-age context to ensure consistency for year 4 children. - **Spring:** Pupil voice surveys focus on challenge and engagement. - **Summer:** Adjustments made based on findings.	TT	- Lesson observation reports. - Pupil focus groups or surveys. - SLT reflection meetings.	
3.8	Develop transition planning to ensure continuity between EYFS, KS1, and KS2 *PP – PP-funded transition support smooths progression between key stages.*	Class teachers/Subject	- **Autumn:** Reflect on Summer 2025 transition and discussion of development - **Spring:** Planning for transition to be created when new starters are confirmed - **Summer:** Final documents in use with positive feedback.	TT	Review by class teachers - Parent and staff feedback from new starters - Transition impact surveys.	Printing costs
3.9	Use Seesaw effectively as a portfolio,	Class	- **Autumn:** Staff	TT	- Review of Seesaw	£650

	Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
	window to the classroom for parents, peer assessment tool, and workflow management *PP – Seesaw access funded through PP improves home–school engagement.*	teachers/Subject	trained on effective Seesaw use and have clear expectations - **Spring:** Seesaw regularly updated with portfolios and learning activities. - **Summer:** Parents report increased engagement; peer assessment embedded;		activity and usage reports. - Parent and pupil surveys. - Staff feedback on workflow efficiency.	
3.10	Identify and address missed substantive knowledge in Year 2 and Year 4 cohorts *PP – PP-funded interventions fill gaps in missed substantive knowledge.*	Teaching Staff	- **Autumn:** As part of curriculum development review to identify subject key knowledge - **Spring:** Plans developed and implemented to cover gaps. - **Summer:** Monitoring shows improved coverage and reduced knowledge gaps.	TT	- Curriculum planning reviews. - Staff discussion to evidence where gaps have been filled	Staff meeting time
3.11	Ensure provision for all children including children with SEND is targeted	CJ	- **Autumn:** SENDCO through IEPS, Book	TT	- Learning Walks - Book Looks	Management timep

Actions	Lead Person	Performance milestones	Monitored by	Monitoring strategy	Resources/ Finance/ CPD
to the child's needs// *PP – PP-funded SEND resources enhance personalised provision.*		looks show all children working at level appropriate to them - **Spring:** SENDCO Learning Walks and provision maps/data shows good progress - **Summer:** Summer data shows children making good progress throughout the year		- Data Analysis - Classroom Visits - IEPs	
Impact Autumn term					
Impact spring term					
Impact summer term					

2026 Targets			
EYFS	**Y1**	**KS1**	**KS2**
80% of EYFS pupils reaching GLD	**90%** of pupils to pass the year 1 phonics test	*Reading 78% EXS with 17% GDS* *Writing 75% EXS with 17% GDS* *Maths 75% EXS with 33% GDS* SPaG:	Reading: 80% Expected or above with 30% GDS Writing: *80% Expected or above* *Writing 20% Greater Depth* Maths: 80% Expected or above with 30% GDS SPaG:80% EXS with 30% GDS Combined:

3 year school improvement overview

	2025-2026	2026-2027	2027-2028
Quality of Education Curriculum	• Review two-year writing cycle and develop changes where required. • Embed sustained impact of Healthy Lifestyles across all aspects of school life. • Monitor impact of subject leadership	• Continue to review the curriculum in light of 3 year assessment average review.	• Continue to review pupil numbers and impact on changing class structures. • Consider new building to accommodate more children or possibly a nursery
Leadership and management inc governance	• Review governing body after academisation Year 1. • Review staffing of support staff due to any potential changes. • Continue to provide opportunity for leadership development of middle leaders within the academy. • Review subject leadership areas • Ensure well-being on subject leaders is regularly reviewed	• Consideration of amalgamation of two school governing bodies if position becomes more formal • Review subject leadership areas to ensure all subjects have greater focus. • Ensure well-being on subject leaders is regularly reviewed	• Ensure well-being on subject leaders is regularly reviewed
Buildings	• Wall to school requires repointing • New heating bills to be monitored. • School fencing to be developed inline with current requirements • Tree on farmer's land to be removed and wall replaced.	• School car park to be retarmacked • School car park to be relined. • School playground to be resurfaced and remarked.	•