



West Hill Primary School
School Improvement Plan 2026 – 2027

Maintaining Our Strengths

The school's recent Ofsted inspection April 2026 recognised many strengths across West Hill Primary School. While this Strategic Improvement Plan rightly focuses on the key priorities identified through inspection and self-evaluation, leaders and governors are equally committed to sustaining the high standards already established across the school.

Throughout 2026–27 we will continue to monitor, evaluate and develop the following areas to ensure that these strengths are maintained while supporting further school improvement.

Area	Current Position	How we will maintain excellence
Safeguarding	Safeguarding Standards Met	Maintain an open safeguarding culture through rigorous training, effective record keeping, quality assurance, regular audits and responsive multi-agency working.
Attendance & Behaviour	Expected Standard	Continue robust attendance monitoring, early intervention, positive behaviour systems and restorative practice to ensure pupils continue to attend well and learn in calm classrooms.
Reading & Mathematics	Expected Standard	Sustain high-quality teaching through continued implementation of Little Wandle, high-quality mathematics teaching, moderation and curriculum monitoring to further strengthen outcomes.
Inclusion	Expected Standard	Continue to identify pupils' needs early, deliver effective SEND and disadvantaged provision, work closely with external agencies and evaluate the impact of interventions.
Leadership & Governance	Expected Standard	Maintain a culture of high expectations, distributed leadership, professional development, reflective self-evaluation and effective governance to secure continuous improvement.
Staff Wellbeing	Strength recognised by inspectors	Continue to reduce unnecessary workload, invest in professional development and maintain a culture where staff feel valued, supported and empowered to improve practice.



Strategic Principles

During 2026–27, leaders will continue to ensure that:

- pupils remain safe, happy and well supported;
- attendance and behaviour remain strengths of the school;
- high-quality teaching in reading and mathematics is sustained;
- inclusion remains central to decision making;
- leaders continue to evaluate honestly and act decisively where improvements are required;
- professional development remains at the heart of school improvement;
- governors and school leaders monitor both strengths and priorities with equal rigour.

School Improvement Objectives 2026/27 (To be read in conjunction with the EYFS Action Plan)

Objective 1 Develop an ambitious, responsive Early Years curriculum that builds from children's starting points and secures strong outcomes for every child. *See EYFS Action Plan		
Focus	- Accurate baseline assessment - Responsive assessment - Continuous provision - Adult interactions - Challenge for all learners - Early writing - Early maths - Communication and language - Phonics - Smooth transition to Year 1	Ofsted Framework Areas - Early Years (Primary) - Curriculum and Teaching - Achievement - Leadership and Governance Why these areas? - This directly addresses the only area judged Needs Attention by Ofsted in 2026. - Better assessment and provision improve teaching. - Improved outcomes strengthen Achievement. - Leadership monitoring and curriculum development are essential to sustain improvements.
Objective 2 Embed highly effective assessment and adaptive teaching so that every pupil is appropriately challenged and misconceptions are addressed rapidly.		
Focus	- Responsive teaching – made ‘in the moment’ - Retrieval practice - Formative assessment - Adaptive teaching – made in advance - Greater challenge - Deep learning - Curriculum assessment - Subject leader monitoring	Ofsted Framework Areas - Curriculum and Teaching (Primary) - Achievement - Inclusion - Leadership and Governance Why these areas? - Ofsted report 2026 repeatedly identifies assessment as the lever for improvement. - Better adaptation improves outcomes for all learners. - It has a direct impact on SEND and disadvantaged pupils through inclusive practice. - It relies on effective subject leadership and monitoring.
Objective 3 Raise standards in writing so that pupils write accurately, fluently and with increasing independence across the curriculum.		
Focus	- handwriting - spelling - grammar - punctuation - proof-reading editing - writing stamina - cross-curricular writing - vocabulary - moderation	Ofsted Framework Areas - Achievement (Primary) - Curriculum and Teaching - Leadership and Governance Why these areas? - Writing is fundamentally an achievement priority. - Consistent teaching and feedback improve outcomes. - Subject leadership ensures consistency across classes.
Objective 4 Develop an ambitious personal development curriculum that prepares pupils exceptionally well for life in modern Britain.		
Focus	- British Values - Protected Characteristics - RE and World Faiths - Equality - Diversity - Citizenship - Careers - Enrichment - Pupil Leadership - SMSC	Ofsted Framework Areas - Personal Development and Well-being (Primary) - Curriculum and Teaching - Leadership and Governance Why these areas? - This objective develops pupils' understanding of British values, protected characteristics, world faiths and diversity, ensuring they are well prepared for life in modern Britain. - A well-planned curriculum and rich programme of enrichment help pupils build and retain this knowledge over time. - Leadership monitoring ensures that personal development is ambitious, progressive and has a measurable impact on pupils' experiences and understanding.
Objective 5 Build consistently high-quality teaching and leadership through rigorous curriculum evaluation, coaching and professional development.		
Focus	- Subject leadership - Monitoring - Coaching - Professional development - Curriculum review - Use of assessment information - Leadership succession - Phonics and Maths sustainability - School self-evaluation	Ofsted Framework Areas - Leadership and Governance (Primary) - Curriculum and Teaching - Achievement - Inclusion Why these areas? - Strong leadership is what makes improvement sustainable. - This objective underpins every other priority by developing staff expertise, strengthening subject leadership, and ensuring robust self-evaluation.