MALMESBURY
Primary School
BE THE BEST YOU CAN BE

SCHOOL IMPROVEMENT PLAN 2026/27

'Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Malmesbury Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement. This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. ' *Letter from Secretary of State for Education January 26*

'Pupil engagement and learning behaviours are consistently good across all year groups, fostering a purposeful and productive atmosphere.' *School teaching and learning peer review June 26*

'The school's commitment to oracy commences from the moment children walk through the door, from approachable office staff, through Breakfast club, lunchtimes and after school. …. Malmesbury an inclusive environment for all learners. A place where every voice is heard.' *TH's Oracy Award Assessment feedback July 26*

MALMESBURY SCHOOL IMPROVEMENT PLAN 2026/27

Our values and rules shape who we are and how we work. It is our common language and approach.

Our Values

Our Rules

We are **ready**

We are **respectful**

We are **safe.**

Pride	Perseverance	Curiosity	Collaboration	Care
				

OUR CONTEXT

- Our last Ofsted inspection was June 2023 was very positive with much to celebrate and a strong foundation on which we've developed our curriculum foundation offer on.
- The school is financially stable, however, time and thought is spent ensuring this remains the case.
- The school has a mainly experienced teaching staff team. Colleagues support newer staff. Staff are keen to learn from the latest research and others' best practice,
- Relationships with parents are very strong and rooted in mutual respect as we seek to ensure children are well supported with their learning and general development.
- The school is very inclusive with a strong reputation for supporting vulnerable pupils. SEND numbers are significantly higher than TH's and National. Over 50% of our pupils are disadvantaged. These pupils' outcomes are in the top % Nationally – as recognised by the Secretary of State for Education.
- Our most recent KS2 SATs results were well above National in all areas including 91% of children meeting the expected standard for reading. This recognises the work the school does to overcome barriers and ensure children leave Malmesbury with strong foundations in place ready for their next stage of education.

What is a School Improvement Plan and why do we have one?
Our SIP explains who we are, how we work and what our key priorities for the year are. It drives how we spend time. effort and resources to make the best impact for our children.

Who is it for?
It is for everyone at Malmesbury because everyone employed at Malmesbury is here to make a difference to the quality of education for all pupils. Everyone.

It is also for parents, visitors and anyone who looks at our website,

What do I need to do?
Read it and see where you can make a difference to our priorities.

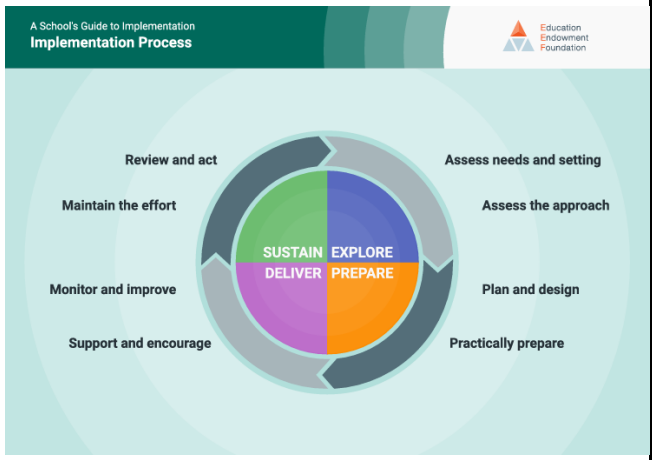
Thank you for being part of the Malmesbury team and going over and above to ensure that the children in our school community can be the best they can be.

MALMESBURY SCHOOL IMPROVEMENT PLAN 2026/27

SIP: The What? The How?

How do we work?	**Some questions we ask….**

We are driven by our moral purpose, vision and values. We aim to maintain a clearly thought through strategic direction so that time, people and resources are used effectively and have the best impact. Our approach is systematic and rooted in best practice, based on educational research.



We strive for high expectations and standards of teaching and learning. We know that good progress is rooted in children knowing more, remembering more and feeling good about their learning and themselves.

We are proud of being an inclusive school that takes diversity, equality and equity seriously. We are focussed on getting it right for all children, including those with SEND.

We see partnership as a strength: working with governors, parents, other schools and agencies to provide our children with the high-quality education they are entitled to.

We work collaboratively to prepare our children to be independent, creative and critical thinkers in a rapidly changing and increasingly complex world.

We communicate effectively, value teamwork, support, appreciate and challenge each other. We care. We remember that clarity is kindness. We encourage children, colleagues, parents and other stakeholders to ask when something isn't clear.

What 3 words? Each year we reflect on the previous year's school improvement work and determine three key words for how we will work as well as what we will focus on. For this year they are: **READY** **RIGOUR** **CONSISTENCY**

With a focus on these three words, we will give children and families not only a great deal but 'the same great deal' across our school community.

- Is this in-line with our values?
- Why am I/are we doing this? Why now?
- What do our children need to know and remember over time?
- Do we have the best approach to help children learn what they need to learn most effectively?
- Does this plan suit all my children? If not, how can I adapt it?
- How am I checking children have secured the learning? If not secured, then….
- Is this the best use of time, people and resources? Who/what else could help?
- What would it take?

MALMESBURY SCHOOL IMPROVEMENT PLAN 2026/27

1. **Confident Communicators:** Oracy

Why this? Why now? We know high-quality talk enriches learning and improves outcomes across the curriculum – this is evidenced in lesson obs/drop-in's. We have recently received the silver oracy hub award for our ongoing commitment and outcomes to this important work. We are now beginning a two-year project towards achieving the gold award. We believe this focusses the work we do and holds us accountable for securing strong oracy outcomes for our children. Through children's interactions in-person and online, we have identified an increased need to equip our children with the skills to communicate well for their own and others' wellbeing.

What is our vision? Children develop high-quality spoken language and communication skills. They are able to effectively rehearse, develop and challenge thinking. These skills strengthen their academic outcomes and improve their own and others' personal development and wellbeing.

What do we want to see at the end of this year?	**What will it take?**

• **Oracy retains a high profile across the curriculum.**
• The school begins its work on a two-year plan to achieve the **gold oracy award**.
• Planning, lesson observations, conversations with pupils indicate **oracy is explicitly taught** through:
  o sentence stems
  o Well-planned vocabulary development, including consistent use of visuals using widgets primarily
  o Effective use of learning partners to rehearse, develop and challenge thinking (Malmesbury's 'Get Funky')
• The **impact of pupil voice groups** is evident in school improvement work. Children feel heard and their ideas valued.
• **Wellcomm assessments are embedded across EYFS/Y1** to identify targeted interventions and steps for whole class early language teaching and learning. The Bell Foundation's EAL assessment framework is used to identify starting points for children who are new/emergent English language speakers.
• Children's oracy skills and knowledge supports **increasingly effective social and emotional interactions in:**
	• English lead continues to attend TH's Oracy Hub and work with senior leaders to lead the school's two-year gold oracy strategy.
	• Peer planning and lesson observations are used to share best practice and provide high-quality professional development conversations, plans and outcomes.
	• Targeted professional development continues to develop skills in modelling and scaffolding pupil speaking and listening (including using sentence stems and visuals to support vocabulary acquisition)
	• School-based speech and language therapist provides continued support for teachers/teaching assistants to employ strategies and intervene to decrease communication delays.
	• Senior and subject leaders work with the Deputy Headteacher to plan systematically for how, why and what pupil voice will be gathered. Children will be encouraged to share their thinking through forums such as school and eco council, however, individual thinking will also be encouraged.
	• Staff training on Wellcomm/Bell Foundation EAL assessment framework. Time for staff to assess children and plan for relevant interventions/whole class input according to individual and class assessment results.
	• Opportunities to build skills and knowledge in effective social and emotional interactions are built into planned curriculum sessions and other Malmesbury

○ Working with others – guiding or managing interactions, turn taking ○ /Listening and responding appropriately ○ Confidence in speaking – self-assurance, liveliness and flair. ○ Audience awareness	curriculum opportunities such as performances, hosting visitors etc. Assemblies focus on developing social and emotional skills with children trained in STOP and STEP as consistent approaches. Continued use of zones of regulation. Continued professional development training for all staff, including playground staff. Training to include how to support SEND children with self-awareness and management.

Tools inc evidence-based research to support our work

- https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/We-need-to-talk-2024.pdf
- https://www.bell-foundation.org.uk/resources/detail/assessment-framework-primary/
- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions
- The Wellcomm halo Effect: Using Evidence informed research to underpin practice | Stronger Practice Hubs
- https://oracycambridge.org/wp-content/uploads/2020/06/The-Oracy-Skills-Framework-and-Glossary.pdf

How will we check?
Conversations with teachers and pupils, book looks, external consultancy reports/feedback, peer review work, Governor visits, subject leader and HT LM/appraisal, Wellcomm data, Speech and language feedback/data.

2. Confident Communicators: writing

Why this? Why now? We are now in the embedding and consolidating phase of this piece of work. Last year's LA moderation of the end of KS2 writing, identified strong outcomes and sound teacher assessment. Our work continues to be as clear as possible about our Malmesbury 'this is how we do it here' approach to writing. This is rooted in the DfE's Writing Framework. Teachers We understand that writing is complex and should be taught in a sequenced and manageable way for children to reduce cognitive load and secure key skills in a systematic approach. Writing outcomes and texts have recently been reviewed across the school to support this. Teachers are clear that writing at length is no longer the starting point with an increased focus on quality over quantity: doing less better. We are continuing our focus on securing children's transcription skills to help children 'nail the basics.'

What is our vision? Our staff are equipped with the knowledge and expertise needed to systematically build children's writing skills and confidence. Our children become successful writers able to share their ideas confidently and clearly.

What do we want to see at the end of this year?	What will it take?

MALMESBURY SCHOOL IMPROVEMENT PLAN 2026/27

• **Revised writing outcomes across the school are reviewed** to ensure we have the best plan for continued improvement of writing outcomes.
• Pupils' books reflect **strong progress in developing transcription skills** (handwriting, spelling and grammar) from Reception.
• **Spelling outcomes across KS2 improve** as children apply spelling rules better and learn year group spelling lists.
• Children are keen to write: they see writing as purposeful and see themselves being successful. Children **understand what they are doing well, what and how to improve next**.
• The **consistent use of visuals supports children's vocabulary acquisition and application** as well as supporting cognitive load throughout the school.
• **Oracy is used highly effectively** to develop and build great writing.
• **Writing assessments/moderation reflect good progress for all** with percentages of children meeting the expected standard in line with National/Tower Hamlets.
• Children's **presentation** reflects a continued increased focus on handwriting and clarity of expectations. Children are proud of their writing presentation.
	• Senior leaders, English lead and year group teams continue to work collaboratively to refine texts and outcomes to ensure a well sequenced, manageable plan that allows children to engage with writing effectively as well as consolidate and apply their learning.
	• A 'nailing the basics' approach with accurate sentence construction, with grammar and punctuation being taught in context rather than isolation. Staff professional development continues to focus on transcription and editing/polishing skills.
	• Handwriting practice is short, regular and focussed with targeted teaching. Practice is regularly reviewed to provide clarity and consistency of expectations and priorities for children and staff.
	  ○ Reception, Y1 letter formation
	  ○ Y2 joining of key digraphs, trigraphs when ready, Y3 joining
	  ○ Y4 pen use
	  ○ Adults model expected handwriting in their shared writing, displays etc.
	• KS2 spelling scheme and approach is reviewed to ensure spelling is systematically taught and children are able to apply spelling rules over time. Teaches are clear which words to focus on from year group spelling lists. Professional development focus on specific literacy adaptations to support children with an identified spelling barrier.
	• Marking and feedback policy and approach is reviewed and updated. Editing and polishing is seen as an integral part of the writing process. Teachers are clear about what to prioritise first with individual/class feedback and actions. Children have transcription targets which are regularly reviewed and updated to effectively support with improving writing.
	• Consistent use of visuals (mainly wigits) supports children with acquiring and applying key vocabulary. These are used to support scaffolding/modelling as an effective writing adaptation.
	• Children are given time to speak before they write. Rehearsing sentences aloud helps pupils shape their thinking and build confidence. Visuals and sentence stems are used to support thinking/talking.
	• Moderation offers with colleagues/consultants hones best practice rooted in current educational research. Both in-school and external moderation with partnership schools are carried out to identify school/year/class strengths as well as areas to work on.

Tools inc evidence-based research to support our work

- DfE Writing Framework 2025
- https://educationendowmentfoundation.org.uk/news/eef-blog-combining-reading-with-writing-instruction-an-integrated-approach
- https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2

MALMESBURY SCHOOL IMPROVEMENT PLAN 2026/27

How will we check?
Conversations with teachers and pupils, book looks, external consultancy reports/feedback, Assessment data, joint moderation with local schools and literacy consultant, Governor visits, subject leader and HT LM/appraisal.

3. A dynamic curriculum offer

Why this? Why now? *'Curriculum thinking in a few foundation subjects is not as thought through as it is in others. This means teachers may lack some subject guidance to deliver these subjects as well as they do the core subjects. The school should ensure that all subjects reflect the high standards seen in the rest of the curriculum.'* (Ofsted July 23) As part of our ongoing curriculum review, we are reviewing and improving each subject to ensure high-quality curriculum provision leads to good progress for all pupils. We are additionally reviewing our end of unit outcomes to ensure children have secured learning and have opportunities to showcase this in different ways. Our EYFS curriculum remains a priority area. We recognise that many of our children are not yet school ready starting reception and need a highly refined curriculum as we work towards helping them 'keep up rather than catch up' in line with Ofsted's stronger foundations report.

What is our vision? Children's learning works towards clear outcomes. Teachers' planning and delivery reflects a focus on the most important elements of learning to be secured. They are supported by high-quality planning, resourcing and CPD. Thought is given to adapting learning to support pupil engagement and retention of learning, including relevant adaptations. Trips/workshops are planned to support and 'max out' on learning in school. Children build knowledge and skills systematically as they work towards 'showcasing their learning'. Children feel like experts in their learning by the end of units. Where this is not yet the case, teachers plan for how best to revisit key learning.

What will it look like when we succeed?	What will it take?
• Continued work to progressively **capture end of unit learning**, including children's presentation skills at the end of units. • **New PE and Science curriculums are effectively embedded.** Learning outcomes are met and children make good progress with planned knowledge and skills. In-lesson adaptations support children with accessing the planned high quality curriculum. Curriculum areas are well resourced. Teachers feel supported and empowered with the delivery of PE/Science. • **Computing, DT (food technology), PSHE curriculums have been reviewed and updated** in consultation with specialists, staff and the	• Medium term plans identify how children will showcase end of unit learning in order to share how they have understood key learning questions. Children are taught how to progressively build the skills needed to effectively present their learning eg performance skills for assemblies, posters summarising key learning. • Continued work with subject leads and class teachers to deliver 'Complete PE' and Collins 'Snap Science' schemes of work effectively. Subject leads, senior leaders and external consultants' monitor curriculum outcomes and provide relevant support through ongoing

MALMESBURY SCHOOL IMPROVEMENT PLAN 2026/27

wider community, as appropriate. Our updated curriculum offer meet the school's context and pupils' needs. Teachers feel supported and empowered as they begin the delivery of new elements. • **Our updated EYFS curriculum provides the strong foundational knowledge all children need to thrive:** how to communicate, read, write and calculate. It provides the general knowledge needed to help understand the world around them. It provides strong physical, emotional and social development. Finally, it provides the executive functioning support needed for children to focus and maintain attention, hold information in their minds and to problem-solve to achieve goals. GLD is in-line with National GLD and is working to the National 75% GLD target. • We have **an increasingly racially literate curriculum which identifies and combats racial bias as well as tackling inequality.** Our children see and value themselves and each other within our curriculum offer. We grow more confident in having the 'brave' conversations around equality and inequality. Working collaboratively to disrupt racial bias and tackle inequality.	professional development, resourcing and 'tweaks' to the existing curriculum offer. • Working with subject specialists and curriculum/project leads to review and update our computing, DT (food technology) and PSHE curriculums. Trailing and reviewing of key elements with wider consultation across the school community as relevant. The updated plan is rolled out across the school with ongoing professional development and support for subject leads and teachers. • United Learning's EYFS curriculum is taken onboard. Ongoing THEP EYFS professional development and consultancy work supports leaders and teaching teams with reviewing and 'tweaking' the impact of the new curriculum offer, building in current educational research and best practice as outlined in Ofsted's 'Strong Foundations' report. • Work with Hemisphere Education (as supported by THEP) to build racial equity into and across our curriculum. Training for staff around racial literacy. Ongoing work with subject leaders to identify and address racial bias across our curriculum. It supports 'brave' conversations around equality and inequality both with adults and with our children.

Tools inc evidence-based research to support our work

- https://www.marymyatt.com/blog/thinking-about-curriculum-implementation
- https://www.accessart.org.uk/
- https://www.completepe.com/
- https://collins.co.uk/pages/primary-science-snap-science
- https://unitedcurriculum.org.uk/primary

How will we check?

Conversations with teachers and pupils, book looks, external consultancy reports/feedback, end of unit outcomes inc assemblies/presentations etc. Governor visits, subject leader and HT LM/appraisal. Parental feedback (inc potential new parents), pupil attendance data.

Spotlight on: **Behaviour Management: 'this is how we do it here – the Malmesbury Way'**

MALMESBURY SCHOOL IMPROVEMENT PLAN 2026/27

Why this? Why now? Behaviour is consistently identified as a strength across the school during external visits such as peer reviews, consultancy teaching and learning reviews, Ofsted etc. However, this doesn't just happen – it takes an assess, plan, do review approach to ensuring we are helping our children to be successful. This is a good point in time to review and continue refining and approach and expectations across our school community in line with 'this is how we do it here – the Malmesbury Way.'

Vision for behaviour (from our behaviour policy)
We want our pupils to lead successful lives as adults and do our best to enable them to achieve academic success ensuring they grow into self-aware and self-confident learners. Our approach aims to develop and encourage in pupils:
• A belief that they can make a difference to the wider community.
• Respect for themselves including pride in their appearance, behaviour, achievement and high expectations for themselves.
• Respect for others and an understanding of how their actions affect others' feelings.
• Respect for individuality and the rights of others to their own opinions, cultures and beliefs.
• Respect for their environment including school and other people's property.
• An understanding that everyone has a right to feel safe, valued and respected, and to learn free from the disruption of others.

2026/7 Priorities:

- Re-agreeing visible consistencies for: meeting and greeting, legendary lines and our Malmesbury Walk.
- Refining use recognition boards to identify and celebrate great examples of being ready, respectful or safe.
- Break/lunch play offer to support children with effectively managing less structured social play times, including the use of STOP and STEP.
- Continued professional development to gain expertise on managing children with complex social, emotional needs as well as supporting our ASD/ADHD children's behaviour needs and responses.
- Review of our PSHE curriculum to revisit our context and ensure we have a curriculum meeting our children's primary social/emotional needs.
- Continued use of Thrive and THEWS to support children's emotional wellbeing.
- Dynamis 'positive handling' training for any staff likely to need to implement restrictive practice to support a child in crisis
- Consistent use of our behaviour policy when addressing children making choices that are not as ready, respectful or safe as we need them to be. Including ensuring parents/carers are clear about our approach.

Tools inc evidence-based research to support our work

- https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf
- https://positivehandling.co.uk/relationships-and-behaviour-in-schools/
- https://www.thriveapproach.com/

How will we check?
Conversations with teachers and pupils, maths book looks, external consultancy reports/feedback, data(Bugclub, phonics, SATs, decoding assessments), Governor visits, THEP/Peer review reports. subject leader and HT LM/appraisal.

MALMESBURY SCHOOL IMPROVEMENT PLAN 2026/27

Not forgotten… How we are continuing to drive forward previous priorities
Spotlight on Reading fluency
Reading vision: Children who are fluent readers have automaticity in recognising words, this allows them to focus on comprehension and a deeper understanding of what they are reading. We want our children to have the fluency and stamina needed to be able to engage effectively with reading. Children are given opportunities in our day and through our curriculum approach to practise reading and build fluency. Those children who need extra support are given it. Ongoing 2026/7 work: • Continued KS2 reading fluency work with additional intervention to support those working below the expected standard • Targeted phonics support for those children in KS2 who have not passed their phonics screening or new arrivals • Continued THEP tailored phonics provision for those children with complex needs who are not yet identifying letters and linking sounds.