School Improvement Plan

2025-26



Strategic Priority 1: To embed a culture of high expectations and inclusion so that every pupil achieves ambitious outcomes and feels a strong sense of belonging.

Lead SLT:
Lead Governor:

Rationale:

OFSTED 2024 described the PRU as calm and purposeful. However, over the past two years there has been an increase in behaviour incidences which require restrictive physical intervention and suspensions. Furthermore, there has also been a rise in the number of children who have persistent absence. Observations of teaching staff have demonstrated inconsistency in approach with children not being stretched to reach their full potential. We want to ensure that there is a consistent approach, in line with STEPS, to positive behaviour management. Alongside, a curriculum that engages and allows all to thrive. Staff benefit from an ongoing CPD programme that ensures high expectations, adaptive teaching, and inclusive classroom strategies.

Research evidence:

Studies (e.g., Florian & Black-Hawkins, 2011) emphasize that when schools adopt the stance of "every child can learn," they see higher engagement, better results, and stronger peer relationships**.**

EEF- 'Supporting school attendance.'- Reinforces the importance of creating a culture of community and belonging for pupils to improve attendance.

Impact measure:	**MILESTONE 2 (Autumn)**	**MILESTONE 2 (Spring)**	**MILESTONE 3 (Summer)**
✓ 25% reduction in incidences of restrictive physical intervention. ✓ Overall attendance above 96% and a reduction in pupils who are persistently absent. ✓ 100% planning demonstrates adaptive teaching which meets the needs of all pupils. ✓ Pupil voice interviews indicate pupils feel a sense of belonging and supported. ✓ 100% of learning walks demonstrate flexible approaches to meet the needs of different children.	100% of learning walks demonstrated adaptive approaches for different children. All pupils had access to regulation stations within the classroom. The number of physical interventions decreased from Autumn 1 to Autumn 2 (101 to 74) this is a reduction of 27%. PRU council voiced that children felt safe at the PRU and children felt that all adults were there to help them. Attendance for the Autumn term was 91%.	There was a dramatic reduction in restrictive physical interventions between Spring 1 to Spring 2, 99 to 38. The most notably at Woodland which reduced from 60 to 15. Attendance also increased in the Spring term from 90.8% to 92%. 100% of Learning walks demonstrated teaching beginning to follow the sequence of engagement.	There was a slight increase in RPIs at two of the sites in Summer 1 in comparison to Spring 1. The majority of these incidence were for four children, all with EHCP who are transitioning to specialist settings. Woodlands saw a further reduction in RPIS from 15 in Spring 2 to 7 in Summer 1. Attendance increased from 92% to 93% in Summer 1. Pathways attendance was 96%. Summer term learning walks were the strongest of the year, all teachers demonstrated

			development from their previous observations.	
Actions	**By Whom**	**By When**	**Review**	**Initiative cost(£)**
Assess				
• External consultant to review current provision.	SH & TS Rachel Higginson	June 25	(See report form Rachel Higginson dated: 30.06.2025)	£1400
• Review trends in academic and non-academic data for the Summer term	SH	July 25	Increase in incidences of restrictive physical intervention on all three sites. A significant decrease in progress measured by Boxall profiles. A slight decrease in attendance between Spring and Summer term. Attendance all academic year below target figure. Academic progress remains stronger overall. However, Summer term data demonstrates a significant difference between progress for children with an EHCP and without.	
Plan				
• INSET days at the beginning of the year to focus on culture and what the pupils need whilst at the PRU. As well as, a focus on STEP On.	SH	03.09/04.09/05.09	Documentation produced, alongside staff, to clarify what the pupils need at the PRU, how adults can support with this and what do staff need to achieve this. All staff received STEP on and Step Up training on 05.09.25.	N/A
• Weekly STEPS CPD to be added to staff meetings.	Principal STEPS tutor	Weekly	AMJ has created a staff meeting overview outline and resourcing what is to be covered each week.	Allocated STEPS hours each week.

• Opportunities for team teaching and peer observation to share best practice.	Teachers	On-going	Two teachers have been able to observe colleagues in Autumn 1 and feedback learning to line manager. A senior teacher has modelled core subjects for two classes.	Re-allocating WSO time
• Joint phase planning meetings	Teachers/SLT	Half-termly	Joint Phase planning meeting occurred for foundation subject in both Aut 1 & 2 Three CPD sessions focused on English planning using the new SEND Talk 4 Writing framework.	PPA focus
• CPD calendar focuses on a regulation curriculum and building a culture of inclusion.	Teachers SLT	On-going		
• Be part of the Virtual School Trauma informed and Attachment Aware Awards.	SH/SLT/Operational member of staff	On going	The PRU was successful with their application to join the Trauma informed and attachment award. Two members of staff have attended 8 out of 9 sessions from the Attachment lead course. Sam Haig has attended 7 out of 9 leading a Trauma informed school.	Cover for two members of staff for 7 training days.
Do				
• All teaching staff to have an appraisal target that links to this priority which provides individualised support based on identified areas of need.	SLT	On going	All staff have an appraisal target that is linked to this priority. These have been reviewed in SLT to ensure consistency of approach. All staff have successful met this target.	Part of performance management cycle.
• PiPs reviewed in staff meeting demonstrating how they are adapted and individualised, utilising learning from positives moments and how these can be replicated in other areas.	Teachers	Fortnightly	PiPs have been reviewed as required in staff meetings. The language on PiPs demonstrates an	Part of staff meeting time

			increased understanding of the Trauma informed approach.	
• Individualised attendance plans in place when a pupil has persistent absence.	AB and site leads Teachers	As required	Pupil progress meetings at the beginning of Autumn 1 highlighted children to focus on. As required, individual attendance plans have been created. Half termly meeting with the LA attendance lead have been arranged to ensure that the PRU is supporting all families as effectively as possible.	PPA focus
• Monitor teaching and learning to ensure adaptive practice is in place.	SLT Lead Learners	Through learning walks	Spring term learning walks demonstrated all teaching using adaptive practice to engage learners.	
• Pupil progress meetings to ensure both academic and non-academic targets are in place so individual progress can be monitored.	SLT Teachers	Termly	At the start of Autumn 1, all teachers had pupil progress meeting which have clearly outlined targets for both academic and non-academic.	
• SLT to cover Lead Learners teaching times so they can observe their subjects being taught across the PRU.	SLT Lead Learners	On going	A monitoring and impact cycle has been created which timetables when cover is needed across the year.	SLT time- senior teachers will be required to pick up additional observations across the county as required.
Review				
• Annual monitoring schedule created and shared with staff.	SLT	Termly		
• Analyse data of each child and identify next steps in teaching and learning	SLT Teacher	Termly		Teacher attendance of pupil progress meetings
• Review children's feedback on their time at the PRU- what have they enjoyed and what could be better.	SLT	Termly		Part of SLT role
• Review staff feedback on the culture of the PRU.	SLT MMC	Half termly		
• Review of progress towards individual appraisal targets.	SLT	Mid and end review		
Governor Actions				

- Governors to be part of monitoring cycle
- Share data with Governors at P & L meetings
- Governors to speak to children about their time at the PRU.

Strategic Priority 2: To foster a love of reading across the PRU to improve mental wellbeing and equip pupils with the literacy skills, confidence, and cultural capital needed for lifelong learning.

Lead SLT:
Lead Governors:

Rationale:

Pupils attending the PRU are often working significantly below age related expectations due to the challenges they have faced previously. Talk 4 Writing and White Rose are securely embedded across the PRU, this is demonstrated in the progress children make, with above a 90% average of pupils making better than expect progress across the PRU. The introduction of Talk 4 Reading has begun to improve outcomes in reading but they are not in line with writing and maths. Pupils at the PRU often report the do not like reading and they do not read at home. Reading remains the biggest barrier for children at the PRU, both at the PRU and in their mainstream schools.

Research Evidence

The reading agency outlines the holistic benefits of reading- https://readingagency.org.uk/our-work/our-research/reading-fact

EEF Summary of improving literacy in Key Stage 2 support the keys feature of Talk 4 Reading- https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2

Impact measure:	**MILESTONE 1 (Autumn)**	**MILESTONE 2 (Spring)**	**MILESTONE 3 (Summer)**
✓ 95% of children make expected or better than expected progress in reading. ✓ 30% of children make better than expected progress in reading. ✓ 100% of learning walks and planning demonstrate explicit teaching of themes within texts that relate to pupil experiences, explicit teaching of vocabulary, opportunities for fluency and collaborative investigation. ✓ Pupil voice demonstrates an improvement in attitudes to reading. ✓ 100% of pupils visit a local library once a term.	86% of pupils made expected, or better than expected progress, in reading in the Autumn term. 27% made better than expected. 100% of pupils made progress, either with sound knowledge or story book progress, in RWi assessments. Learning walks demonstrated that not all teachers were confident identifying the underlining theme of a text. As a result, three CPD sessions were held in December 25, focusing on highlighting Talk for Reading skills	93% of pupils made expected or better than expected reading in the Spring term. However, only 17% made better than expected. All pupils across the PRU have visited a local library. Pathways children also visited a local mainstream school and had access to their library and could choose a book to take home. In the Spring term, the PRU moved to the SEND Talk for Writing model which includes a much longer IMMERSION phase incorporating	Pupils across the PRU have visited local libraries. Two pupils passed their phonics screening test this year, one of the pupils scores increased from 14 to 32. Three full time pupils also completed their Reading SATS at the PRU.

	and bringing these into the immersion phase of the Talk for Writing sequence. All pupils at the Oaks visited the community library in the Autumn term. Pathways and Woodlands investigated visiting the local community library. However, could not find a suitable time. This will be a priority in the Spring term. Pathways have also made links with a local school who have offered for the full-time pupils to use their school library and spend a lunch time using the play equipment. Full-time pupils have all engaged with the reading reward scheme.		Talk for Reading into these sessions. Pupil voice indicates children are now able to explain why they like reading and their favourite books. This was further evidences=d on World Book day when the majority of children dressed up as their favourite character and brought in their favourite book.	
Actions	**By Whom**	**By When**	**Review**	**Initiative cost (£)**
Assess				
• All teaching staff have attended the T4R INSET	Teachers	February 25	INSET booked for 23.02.25	Part of T4W/T4R consultancy package- £1200
• Assess T4R annual overview and supporting documents.	JL	September 25	Annual overview for both Talk for Reading and Writing was review at development day on 23.09.25. During the development day on 05.12.25, the Talk for Reading elements were merged into the Talk for Writing immersion phase. This was due to a response to pupils	

			struggle with the separate Talk for Reading session after lunch.	
• Audit reading books to ensure a range of high quality texts for all ages and stages.			A member of SLT has created an audit log and a member of staff at each site has been given the responsibility to complete.	
Plan				
• Create a thinking frame to support the planning of a unit.	JL/ IM Jane Ralphs	End of the Autumn term	A new planning framework has been provided to all teachers. The three CPD sessions in December focused on how to draw out the main themes in a text and make links.	
• Create an example unit of planning	JL	October half term	An example planning unit has been provided to all teachers, combining Talk for Reading and Talk for Writing.	
• Write an appraisal target for each teacher based on initial monitoring cycle and teacher feedback.	SLT	03.10.25	All teachers have successful met their appraisal target.	
• Develop a CPD schedule that focuses on improving the deliverance of high-quality T4R approach	SLT	On going	The INSET on 23.02.26 reinforced the Talk for Reading phases and accurately identifying what is at the heart of a text. Joint planning meeting in Spring 2 and Summer 1 have helped develop all teachers' confidence.	
• Create a monitoring schedule including class visit, planning looks and pupil voice and work.	SLT/ JL	October half term	Monitor schedule created.	
Do				
• T4R INSET for all staff	Jane Ralphs	February 2026	Attended by all teaching staff.	Part of T4W/T4R consultancy package- £1200
• Buy additional books that are specific to children interests and abilities.	Reading lead	December 2025	Audit have been completed to demonstrate pupil voice and interests. A wise list is being created.	£500
• Share monitoring cycle with staff	SLT/JL	24.10.25		Staff meeting time allocated
• Joint planning meeting to ensure all teachers can identify key features	JL/teachers	Termly	Weekly joint planning meeting have run in Spring 2 and the summer term. All staff have voiced that this has been useful and improved confidence.	

• Link up with schools that show outstanding practice in T4R e.g. Briar Hill	JL SLT	March 26	Visit was booked but due to staffing shortage had to be cancelled.	
• All pupils to visit a community library and a school library in the local area.	SLT & teachers	Termly	Each site has liaised with local libraries and booked visits.	
Review				
• Review teaching and identify clear next steps for each teacher.	SLT	Termly		
• Review pupil outcomes from data, books and conversations in pupil progress meetings	SLT Teachers	Termly		
• Analyse reading data, against pupil targets and determine next steps	SLT	Termly		

Governor Actions

- ➢ Governors to be part of monitoring cycle
- ➢ Share data with Governors at P & L meeting.
- ➢ Governors to speak to children about their attitudes and enjoyment of reading.

Strategic Priority 3: Enhance outdoor environments and resources to build pupils' collaboration, leadership, resilience, and positive risk-taking.

Lead SLT:
Lead Governors:

Rationale:

One of the most common reasons for a child being referred to the PRU is difficulties interacting positively with peers. Furthermore, all children attending the PRU have experienced school failure and, as a result, often display increased anxiety in the classroom. In the Summer term 25, there was a dramatic reduction in social and emotional progress, measure by the Boxall profile. By developing outdoor activities, which allow the children opportunities to succeed in a less structured environment, their social and emotional progress will increase as their sense of self is developed and strengths are celebrated.

Research Evidence:

Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.

(EEF 2021)

Impact measure:	**MILESTONE 3 (Autumn)**	**MILESTONE 3 (Spring)**	**MILESTONE 3 (Summer)**
✓ 80% of children will make progress social and emotional, measure using Boxall profile.	During the Autumn term, the PRU has been able to collaborate with an	Boxall date demonstrated that 73% of dual registered children	There have no incidence of bullying occurring whilst pupils have been on

✓ Reduction in incidence of bullying by 70% ✓ Pupil voice indicates a greater ability to recognise their own strengths- evidenced by pen profiles. ✓ Reduction in restrictive physical intervention following social times. ✓ 100% of planning demonstrates utilising outdoor environments.	external charity to received funding for the introduction of a structured play scheme. In the Spring term, the PRU will receive £15,000 which will allow investment in training and equipment. 75% of full-time pupil made social and emotional progress, measure with their Boxall profiles. Only 56% of dual registered pupils made progress. However, the data size was very small due to the number of new pupils who had started at the PRU. All sites, have introduced a regulation time following a break time which has resulted in pupils being ready to learn.	made progress. However, only 50% of full-time pupils. All the pupils who didn't make progress were from one class which had a change of teacher so could be due to differing expectations.	site in the Spring and Summer term. However, there has been one incidence of cyber bullying which has been addressed by a intervention. There has been a reduction in incidence of restrictive physical intervention after playtimes. 65% of RPIs in the Spring term occurred in the afternoon session. As a result, we are developing a personal development curriculum for 26/27 which will maximum the use of the outdoor environment.

Actions	By Whom	By When	Review	Initiative cost(£)
Assess				
• Review CPOMS incidences	SLT	3rd September 2025	Incidences of RPI increased in Summer term 25. Woodlands had the greatest number of RPIs.	Part of SLT role
• Review non-academic data	SLT	3th September 2025	Attendance also decreased slightly from the Spring term and there was an increase in pupils who were persistently absent. Boxall profile data demonstrated a decrease in progress for full time pupils during the Summer term 25.	Part of SLT role
Plan				
• Research the use of Opal play scheme	IM	Autumn term	A member of SLT has met with the link OPAL member of staff for the Buckinghamshire area.	TBC

• CPD sessions use Theraplay approaches	SLT/Teachers/SENCo	Autumn term	Two members of staff are booked on an introduction to Theraplay on 05.11.25. This learning will then be disseminated to all staff.	CPD time
• Plan lesson activities that are using outdoor environment	Teachers	Ongoing		PPA teacher focus
Do				
• Teaching staff to observe good practise in local school.	Teachers/LSAs	End of December 2025	Two local schools have been contacted to arrange an observation.	
• Audit playground resources and purchase where needed	Teachers	Ongoing		£1000
• PRU council to create a list of playground games with rules.	KM/SMG	Half termly		Part of senior teacher responsibilities
• Staff actively engaged with children at playtime.	Teaching/LSAs	Ongoing	Learning walks at playtime have demonstrated more engagement from staff. All sites have implemented turn talking games at different points during the school day.	
Review				
• Collate and analyse behaviour data from CPOMs	SLT/IT manager	Weekly		Part of SLT role
• Timetable learning walks to monitor use of outdoor learning.	SLT	At least half-termly		Part of SLT role
Governor Actions ➢ Governors to be part of monitoring cycle ➢ Share CPOMs data with Governors at MMC meetings				