



Fairview Community Primary School Improvement Plan 2025-2026

At Fairview, our school values underpin everything we do and are core to the ethos of our school.

Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Priorities from Ofsted inspection October 2024

- For some pupils who are not confident readers, the support that they receive from the school does not always address the gaps in their phonics knowledge precisely or quickly enough. This limits their ability to decode texts accurately and fluently. The school should ensure that pupils identified as needing additional reading support receive high-quality provision so that all pupils become confident and fluent readers as quickly as possible.

Summary of Fairview School's development points academic year 2025-6

Quality of Education

Embedding a curriculum with clear intent, effective implementation, and measurable impact—ensuring every child gains the knowledge, skills, and understanding to achieve their full potential.

Priority 1:

To continue refining and embedding a broad, balanced, and ambitious curriculum that is coherently sequenced, inclusive, and responsive to the evolving needs of all learners—ensuring sustained improvement in pupil outcomes by deepening subject knowledge, strengthening progression, and fostering personal, social, and emotional development

- Implement whole class writing lines/walls to improve handwriting and presentation.
- Timetable whole class reading sessions daily across all year groups.
- Develop subject leadership portfolios, on Canva, to strengthen curriculum monitoring.
- Create subject floor books using Canva to capture pupil voice and learning journeys.
- Re-establish 'home/near/far' geographical and contextual links in all subjects.
- Explore and develop AI tools to support teaching and learning.
- Re-introduce weekly spelling tests (KS2) via Ed Shed to support GPAS outcomes.
- Introduce directed weekly writing opportunities in Reception.
- Introduce ELS Group Reading in KS1

<p>Personal Development</p> <p><i>Developing confident, respectful, and responsible learners through a values-led approach that nurtures character, wellbeing, and readiness for life in modern Britain</i></p>	<p>Priority 2:</p> <p>To further strengthen children's personal development by embedding a values-led approach across the curriculum and wider school life—ensuring that pupils develop the character, confidence, and emotional literacy needed to thrive, while actively contributing to a respectful, inclusive, and aspirational school culture shaped by evolving core values.</p> <ul style="list-style-type: none"> • Review and refresh school values in consultation with pupils, staff, parents and Governors. • Embed values-led themes into assemblies, PSHE lessons, and enrichment activities. • Introduce pupil-led initiatives that promote school values (e.g., peer mentoring, wellbeing ambassadors). • Monitor and evaluate the impact of values-led personal development on pupil wellbeing and behaviour. • Establish a Junior Leadership Team to replace the School Council, promoting pupil voice and leadership opportunities. • Expand after-school provision to include subject-specific clubs (e.g., science, art, languages) in addition to sports.
<p>Quality of Education</p> <p><i>Championing inclusive, high-quality provision for pupils with SEND—ensuring every child is known, valued, and supported to achieve, participate fully, and flourish both academically and personally</i></p>	<p>Priority 3:</p> <p>To ensure consistently high-quality teaching and learning that meets the needs of all pupils, including those with SEND—by embedding inclusive classroom practice, adaptive teaching strategies, and high expectations, so that no child is disadvantaged and every learner can access, engage with, and succeed in the curriculum.</p> <ul style="list-style-type: none"> • Conduct an audit of current assistive technology and identify gaps in provision. • Introduce at least two new assistive technology tools tailored to pupil needs. • Deliver staff training on effective use of assistive technology in the classroom. • Monitor and evaluate the impact of assistive technology on pupil engagement and progress. • Audit current use of communication stations across classrooms and shared spaces. • Develop and implement a set of standardised communication stations for key areas. • Provide staff training on using communication stations to support interaction and learning. • Personalise communication stations for individual pupils with complex communication needs. • Monitor and evaluate the impact of communication stations on pupil participation and independence.
<p>Leadership and Management</p> <p><i>Empowering strong, strategic leadership that drives continuous improvement, supports staff development, and ensures an inclusive, ambitious culture where all pupils can thrive</i></p>	<p>Priority 4</p> <p>To strengthen leadership at all levels by building capacity, promoting shared accountability, and developing a culture of collaboration and continuous improvement—ensuring that all leaders contribute effectively to high standards in teaching, learning, and pupil outcomes.</p> <ul style="list-style-type: none"> • Staff wellbeing will remain a priority and a wellbeing lead and mental health first aider will continue to champion this. • Audit current leadership roles and responsibilities across the school. • Implement a leadership development programme (e.g. coaching, mentoring, NPQ qualifications). • Introduce B Squared assessment and tracking software for children with SEN. • Align teacher appraisal targets with Teacher Standards and school improvement priorities to strengthen professional development and drive whole-school progress. • Governors will monitor the SIP by July 2026 through termly progress reviews, at least two linked monitoring visits, and documented feedback in meeting minutes.

