



**PensMeadowSchool**

*Living, Growing, Learning*

## School Improvement Plan

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SEPTEMBER 2025

Mrs M. Hunter

## The Point of Us

The purpose of Pens Meadow School is to ensure our pupils receive the best education they possibly can, to maximise their opportunities and experiences moving through their childhood into adult life.

To achieve this, all staff are required to commit to 'The Pens Meadow Way'

We ensure focus and continued drive by continually reviewing our systems, processes and quality of evidence, asking every time; 'will this improve outcomes for pupils?'

We are commissioned by the Local Authority to deliver provision identified in each pupil's EHCP and support them to achieve their outcomes. This requires high quality EHCPs with clearly focussed outcomes.

## School Improvement Priorities

- To plan for transition into the new build and ensure this happens in keeping with Pens Meadow values
- Continue to ensure fidelity and consistency to Little Wandle phonics scheme and develop pre-phonics teaching to give pupils a strong start to early reading.
- Increase opportunities for contextualised learning in maths leading to a blend of procedural and conceptual understanding.
- Enhance provision in the Early Years so that pupils get a strong start to school in all areas of the EYFS
- Ensure that PSHE and RE have a structured approach to teaching and learning for all pathways identifying the key skills and knowledge to be taught whilst embedding opportunities for writing for pupils working at phonics phase 4 and above.
- To research, develop and produce a progression document for Learning for Life which complements the PfA progression document
- To evidence that due to effective implementation of total communication strategies, identified in the provision policy, all pupils are consistently supported to communicate their needs, wants and preferences in line with their assessed abilities.
- To evidence that every pupil with an OT sensory integration plan is consistently supported by all staff to routinely access their identified programme leading to maintained or improved emotional regulation and improved learning outcomes.

## Ofsted Improvement Priorities:

- In some subjects, some teachers do not use assessment well enough to check that pupils have understood what has been taught. This means that misconceptions are not identified or addressed as quickly as they could be. The school should ensure that teachers use assessment consistently well to check pupils' understanding and adapt their teaching so that pupils can learn and retain new knowledge
- In some subjects, some teachers do not follow the agreed sequence of learning or ensure that activities are well matched to the learning intentions. This means that pupils form gaps in their knowledge and skills in those subjects. The school should ensure that all teachers follow the intended curriculum and select activities related to the important content being taught so that pupils can build their knowledge and skills successfully in all subjects.

Leaders at school had already identified these areas requiring further work and they are integrated into the school improvement priorities above.