

Elham Church of England Primary School

Improvement Plan 2026-27



Mr Joseph Magliocco - Headteacher of Elham CEP

Mr Ed Robbins - Chair of Governors of Elham CEP

Date of plan: July 2026

The school was last inspected on July 19th 2022, and was judged to be 'good' in all areas.

The key priorities of the school for the academic year 2026-2027 are:

1. Improve the practices and processes for inclusion across the school.
2. Develop teachers' use of assessment to identify gaps in foundational knowledge and adapt teaching to secure rapid improvement.
3. Enrich the broader curriculum offered at Elham CEP, tailoring it to our context and developing depth in each subject area.
4. Strengthen school governance so that governors provide effective strategic challenge and hold school leaders robustly to account.
5. Develop a spoken literacy curriculum for the children.

Budget for School Improvement Plan: £1702.33 + £5,050 CPD (budget),

School's Current Performance				
The school is currently considered, 'Good' in all four areas of the old Ofsted framework - quality of education, leadership and management, safeguarding, behaviour and attitudes and personal development. As of September 2026, there are 4 classes and 81 pupils on roll. The headline data is as follows:				
Year 6 SATs Data (25-26) Maths 73% expected 33% of those at GD Reading 80% expected 20% of those at GD GPS 80% expected 33% of those at GD Writing 80% expected	EYFS GLD (25-26) 100% Four of four Children 0 SEND	Year 4 MTC (25-26) 64% of 14 children ≥ 20 0 SEND	SEND Register: 5 children (of which 2 EHCPs) PP Children: 7 Children	LAC: 0 children
	Phonics Screening (25-26) 91% 10 of 11 children (including two Y2 re-sits)	Attendance and Punctuality Overall: 96.69% PA: 5 children SA: 0 children		

The following is a more detailed overview of aims for the School Plan 2026-27

Progress Key: **Red = not begun** / **Yellow = begun** / **Green = completed**

Objective	Actions	Lead People	Monitored by	Success Criteria
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Improve the practices and processes for inclusion across the school, ensuring that pupils' needs are identified early and that teaching and provision are appropriately adapted to enable all pupils to succeed.	- Implement a consistent Graduated Approach, with the SENCO, Headteacher, teachers and parents working together to assess, plan, do and review support for pupils identified as having additional needs. This may include pupils working 'significantly below' age-related expectations ('significantly below' being defined as more than 2 terms behind ARE), as well as those whose needs present barriers to learning despite attainment being broadly in line with expectations. - Introduce and embed one-page profiles for children identified as having an additional need (SEND, SEMH, EAL .etc.). - Develop staff understanding of SEND indicators through CPD, both external and internal. - Continue half-termly pupil progress meetings to monitor children identified.	Joe Magliocco - Headteacher SENCO Teachers Teaching Assistants	Joe Magliocco - Headteacher SENCO Governors	- Staff can accurately define specific barriers to learning for pupils and confidently explain measures in place to reduce these barriers. - Identified pupils increasingly access learning successfully within the classroom, reducing reliance on additional intervention and adult support. - The graduated approach is implemented and embedded consistently across the school - Clear, quantitative evidence of identified children making progress and closing the learning gap to other children. - Books and teacher assessments evidence consistent progress for identified children. - The evidence of a common approach to classroom and lesson adaptations, evident across the school eg. now and next boards, visual timetables, scaffolds, pre-teaching, vocabulary support etc. - The creation and use of an
		Estimated Cost of proposal:	Monitoring to be carried out through:	
		£500 for relevant CPD (potential additional funding from CoS)	Regular learning walks and book looks, with an increased focus on identified children and classroom adaptations/practice Half-termly SENCO meetings with HT and parents	

	- Strengthen transition between key stages/classes with teacher handover meetings. - Create a non-negotiable, common approach for inclusive classroom practice and adaptive teaching. - Audit interventions for impact and value, with a shared approach to monitoring and assessing. - Establish clear entry and exit criteria for interventions. - Strengthen the review process with parents, increasing parental involvement and understanding of the graduated approach for their child. - Monitor the effectiveness of inclusive classroom practice through learning walks, book reviews, pupil voice and support plan reviews.		Pupil progress meetings Visits from IA	entry and exit criteria proforma for all interventions. - Half-termly meetings with the SENCO and parents of children identified as needing additional support.
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Term 1 - Evidence of Progress	Term 2 - Evidence of Progress	Term 3 - Evidence of Progress	Term 4 - Evidence of Progress	Term 5 - Evidence of Progress	Term 6 - Evidence of Progress

Objective	Actions	Lead People	Monitored by	Success Criteria
Develop teachers' use of assessment to identify gaps in foundational knowledge and adapt teaching to secure rapid improvement.	- Agree a shared understanding of the foundational knowledge and skills required for success across the curriculum. - Develop staff understanding of how to identify gaps in foundational knowledge through effective assessment for learning, via staff CPD. - Establish regular opportunities for teachers to discuss and analyse pupils' misconceptions and barriers to learning, in both staff twilights and pupil progress meetings. - Introduce agreed strategies for checking understanding within lessons. - Use coaching and learning walks to improve responsive teaching via discussion with teachers about their pedagogy. - Use half-termly pupil progress meetings to focus on identifying specific gaps in foundational knowledge. - Continue to use pre-	Joe Magliocco - Headteacher Teachers Phonics, Maths, English subject leaders	Joe Magliocco - Headteacher	- Staff can articulate the foundational knowledge missing for identified children in a given area. - Teachers can show, using their planning or via progress in books, where they have targeted teaching and/or adapted lessons to address a gap in foundational knowledge. - Books and pupil voice display progress, particularly in areas considered 'foundational' eg. handwriting, sentence structures, SPAG, place value, fluency with number etc. - Learning/monitoring walks demonstrate effective AfL strategies. - Assessment discussions focus on knowledge and skills rather than labels. - Pupils demonstrate improved fluency, accuracy and confidence in foundational knowledge over time.
		Estimated Cost of proposal:	Monitoring to be carried out through:	
		£1500 for relevant CPD opportunities	Regular learning walks and book looks, with an increased focus on foundational knowledge Pupil progress meetings discussing foundational knowledge and adaptations made IA visits	

	teaching, retrieval practice and overlearning strategies where appropriate. - Ensure a strong EYFS so that children make the strongest possible start with foundational knowledge and skills			
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Objective	Actions	Lead People	Monitored by	Success Criteria
Enrich the broader curriculum offered at Elham CEP, tailoring it to our context and developing depth in each subject area.	- Develop a collaborative curriculum review process, enabling staff to evaluate, refine and improve curriculum content, pedagogy and assessment across subjects. - Review and refine assessment approaches across foundation subjects to ensure they accurately capture pupils' knowledge, understanding and disciplinary skills. - Develop approaches to	Joe Magliocco - Headteacher Teachers	Joe Magliocco - Headteacher	- Pupils can discuss their learning confidently using subject-specific vocabulary. - Staff can articulate how curriculum units have been refined and improved over time. - Evidence from pupil voice demonstrates increasing depth of understanding across foundation subjects. - Pupils demonstrate secure knowledge and disciplinary understanding within individual subjects.
		Estimated Cost of proposal:	Monitoring to be carried out through:	

	teaching and assessment that allow pupils to demonstrate learning through discussion, practical application and written outcomes, as appropriate to the subject. - Ensure our curriculum and assessment approaches allow pupils to demonstrate the full depth of their learning. - Review curriculum content to ensure it reflects the school's context, local area and community while maintaining breadth and ambition. - Review and improve progression in knowledge and skills across subjects through ongoing staff collaboration and curriculum evaluation.	Music Grant (CONFIRM WITH CG)	Regular learning walks and book looks, with a focus on the broader curriculum Lesson walks/drop-ins that demonstrate high teacher subject knowledge	- Review and refine curriculum content to make purposeful use of local history, geography, community expertise and learning opportunities.
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Objective	Actions	Lead People	Monitored by	Success Criteria
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Strengthen school governance so that governors provide effective strategic challenge and hold school leaders robustly to account.	- Deliver governor training focused on effective challenge, scrutiny and accountability. - Introduce agreed expectations for governor questioning, with a focus on rationale, impact and evaluation. - Develop a governor monitoring schedule directly linked to SIP priorities. - Agree a specific focus and lines of enquiry before each monitoring visit. - Ensure monitoring activities gather evidence from multiple sources, including pupil voice, staff discussions, documentation and first-hand observation. - Review monitoring reports termly to evaluate the effectiveness of governance monitoring.	Joe Magliocco - Headteacher Chair of Governors	Joe Magliocco - Headteacher Governor for CPD Chair of Governors	- Governors routinely ask questions that probe rationale, evidence and impact, demonstrated by minutes which show effective strategic challenge and accountability. - Monitoring visits are explicitly linked to school improvement priorities. - School leaders can demonstrate how governor challenge has influenced decision-making and school improvement.
		Estimated Cost of proposal:	Monitoring to be carried out through:	
		Training with TEP Governor Expert - £350	Evidence of high quality discussion and questioning of SLT in the governor minutes Updated governor monitoring reports which reflect new approach	

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Discussions currently underway with external provider to plan training for governors. Training to be led by external provider on Sep 21st at Governor Training Day					

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Develop a spoken literacy curriculum that promotes leadership, ethical reasoning and meaningful pupil voice.	- Implement the ShREC approach within EYFS and KS1, providing training and coaching for staff to ensure consistent practice. - Provide regular opportunities, in lessons and collective worship, for pupils to discuss and debate philosophical,	Joe Magliocco - Headteacher Teachers	Joe Magliocco - Headteacher Diocese representative(s)	- Pupils can explain the school's values of justice and compassion and describe how these influence their actions and decisions. - A clear progression in spoken communication, discussion and leadership skills is evident across the school. - Pupils are able to consider
		Estimated Cost		

	ethical and social issues linked to justice, compassion and responsibility. - Expand pupil leadership opportunities through School Council, School Captains, collective worship and ambassador roles. - Review curriculum and collective worship provision to strengthen teaching around justice, compassion and responsibility and to improve pupil engagement and leadership of worship. - Embed the values of justice, compassion and responsibility through the curriculum, collective worship and wider school life.	of proposal:	Monitoring to be carried out through:	different perspectives and explain how decisions may affect others. - Pupils confidently articulate and justify their views when discussing ethical, social and community issues. - Opportunities for discussion, debate, leadership and pupil voice are evident across the school.
		£0	pupil voice learning walks governor monitoring RE/philosophy discussions in Big Books Learning walks focused on discussion and oracy	

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Attendance Data and Targets:	Outcomes for Previous Year	Targets for Current Year

	2025-2026	2026 – 2027
Attendance	96.74%	97%
Severely Absent (50%)	0 chn	0%
Persistent Absentees (90%)	5 chn (avg att 87.66%)	3 chn
Disadvantaged pupils	7 pupils (93.34%)	5 chn (96%)
Fixed Term Exclusions	0	0
Permanent Exclusions	0	0