



Woolmore
Primary School

SCHOOL IMPROVEMENT PLAN 2025/26



Our 3 Priorities



Inclusion



Oracy



Year of Reading

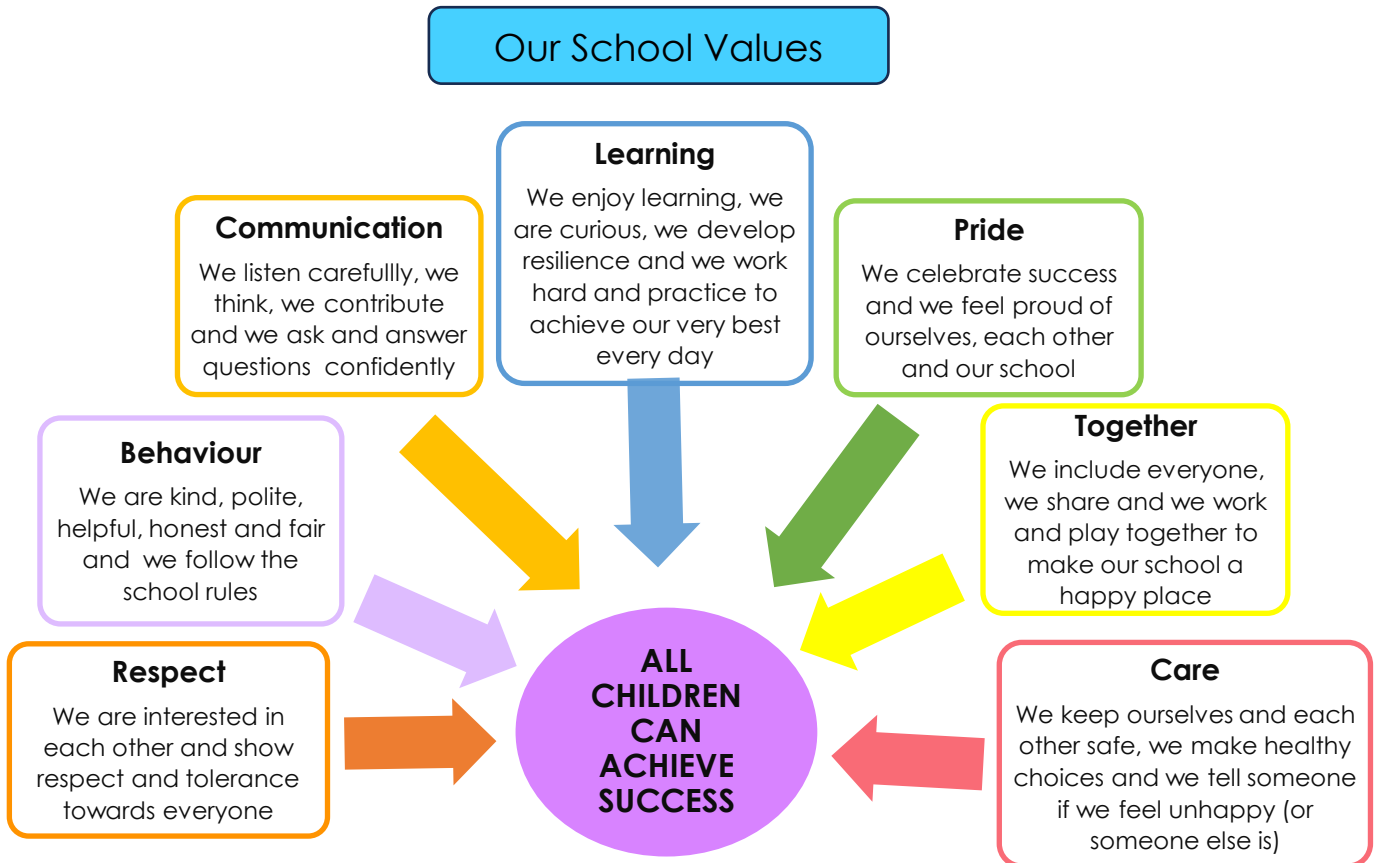
1. Vision and Context

At Woolmore, we believe that **Every Child Can Achieve Success**. Our commitment to **relationships, kindness, inclusion, and high expectations** shapes everything we do. Building on our “Outstanding” Ofsted inspection and the strong culture recognised there, our work in 2025/26 focuses on ensuring that our values continue to live in our daily practice:

Our Aims

We aim for all children to be:

- **Successful Learners:** who enjoy learning, make progress, and achieve.
- **Confident Individuals:** who can live safe, healthy, and fulfilling lives.
- **Responsible Citizens:** who make a positive contribution to society.



Our School Values

Learning
We enjoy learning, we are curious, we develop resilience and we work hard and practice to achieve our very best every day

Communication
We listen carefully, we think, we contribute and we ask and answer questions confidently

Pride
We celebrate success and we feel proud of ourselves, each other and our school

Behaviour
We are kind, polite, helpful, honest and fair and we follow the school rules

Together
We include everyone, we share and we work and play together to make our school a happy place

Respect
We are interested in each other and show respect and tolerance towards everyone

Care
We keep ourselves and each other safe, we make healthy choices and we tell someone if we feel unhappy (or someone else is)

Our School Rules



The Golden Thread for 2025/26

Across all three priorities is a golden thread:

Teachers will read aloud to children every day.

This daily practice enriches vocabulary, builds knowledge, strengthens relationships, and supports Inclusion, Oracy, and the national **Year of Reading**.

Priority 1: Inclusion

A refreshed, whole-school approach to Inclusion, aligned with the new Ofsted Framework (2025) and the Tower Hamlets Inclusion Handbook.

Where are we now?

Drawing on evidence gathered through observations, pupil voice, staff discussions, and reflection, we know:

- Our previous resource provision has been outgrown—children's needs have changed, and so must our response.
- We have a rich opportunity to strengthen **in-class inclusion** for pupils with higher levels of need.
- Staff want to feel more confident and equipped when adapting teaching for the full range of learners.
- Children benefit socially, emotionally, and academically when taught in their mainstream class wherever possible.
- Families value close communication, clarity, and support.

Vision: Where do we want to be?

Every child:

- Feels **valued, known and included** in their classroom.
- Experiences success, pride and meaningful interactions throughout the school day.
- Has learning adapted to meet their needs without lowering expectations.
- Is supported by adults who understand their needs, know how to teach them and use the **Assess–Plan–Do–Review** cycle confidently.

Every adult:

- Feels **confident and competent** in inclusive practice.
- Understands a range of SEND needs and adapts teaching responsively.
- Sees inclusion as a shared responsibility—*what we do is how we do things here*.
- Uses a whole-school, consistent approach to communication, expectations and routines.

How will we get there?

High-quality teaching and adaptive practice

- Training in adaptive teaching: pre-teaching, practice, scaffolding, reducing cognitive load, flexible grouping.
- Use of the Assess–Plan–Do–Review cycle in all phases.
- Regular planning meetings that integrate Inclusion as a standing agenda item.

Staff development

- INSET launch on Inclusion.
- Drip-fed CPD model: targeted, bite-sized sessions based on need.

- Use in-house specialisms (e.g., colourful semantics, SALT approaches such as Bucket groups).
- Collaborative problem sharing/solving through 'Solution Circles' to review and plan practice.
- Coaching and modelling within phases.

Curriculum and classroom culture

- Consistent expectations for engagement, independence, and communication.
- Staff explicitly teach the learning behaviours pupils need in order to succeed.
- Children to have access to alternative and non-verbal communication methods.

Family engagement

- Clarity and communication: supporting families to understand needs, next steps, and available services.
- Close collaboration with SENDCo, Inclusion Team and Family Support Team.

Monitoring and Evidence

- Learning walks with Inclusion lens.
- Planning meeting reviews.
- Pupil voice (with adapted formats).
- Impact evaluation for pupils working well below age-related expectations.
- Staff feedback and confidence surveys.
- Review of individual support plans and provision maps.

Risks / Challenges

- Inconsistent practice across teams.
- Staff confidence in adapting for complex needs.
- Time and workload implications.

Success Criteria

- All staff demonstrate improved confidence and skill in adaptive teaching.
- Pupils with SEND make strong progress from their starting points.
- Classroom culture enables belonging, pride, independence and meaningful interactions.
- Families report improved communication and partnership.
- Inclusion is visible, consistent and part of "how we do things at Woolmore."

Priority 2: Oracy (Year 3 of implementation)

Building on three years of development with Voice 21 and our Oracy Hub.

Where are we now?

From the 2024/25 SIP, we have established:

- Language-rich classrooms.
- Clear structures for discussion.
- Modelling and scaffolding of talk.
- Progression expectations across the school.
- Staff increasing confidence and enthusiasm for oracy-based learning.

Vision: Where do we want to be?

All children:

- Are taught in talk-rich inclusive environments
- Can articulate their ideas clearly, listen attentively, engage respectfully, and use talk to reason, explain and reflect.

We want oracy to be:

- Embedded across the curriculum.

- Used as a tool for thinking, learning and social interaction.
- A normal, joyful, confident part of Woolmore culture.

How will we get there?

Teaching and curriculum

- Oracy expectations built into every subject (continuing progression N–Y6).
- Explicit teaching of vocabulary and sentence structures.
- Purposeful talk routines: think–pair–share, debates, whole-class discussions.
- Teacher modelling of excellent talk.

Professional development

- Ongoing staff training led by Oracy Lead.
- Use of Voice 21 and Oracy Hub resources.
- Coaching and feedback cycles.

Leadership

- Phase and subject leaders ensure oracy is planned, modelled and monitored.
- AHTs check for oracy integration in planning meetings.

Celebration and community

- Performances, class sharings and assemblies.
- Opportunities across the year for children to demonstrate oracy skills.

Monitoring and Evidence

- Learning walks and environment checks (displays that support talk).
- Pupil voice interviews.
- Drop-ins to planning meetings.
- Work scrutiny (written work showing impact of talk).
- Videos and recordings of oracy sessions.

Success Criteria

- Children articulate ideas clearly in all subjects.
- Teachers plan purposeful talk episodes in lessons.
- Oracy progression is evident across the school.
- Increased confidence and participation for quieter or SEND pupils.
- Oracy remains central to Woolmore's identity and culture.

Priority 3: Year of Reading (National Year of Reading 2026)

A whole-school commitment to making reading central to our daily life, identity and culture.

Where are we now?

Woolmore already has a strong foundation for developing a whole-school reading culture:

- **Daily story time** embedded in every classroom.
- **High-quality texts** used across the curriculum.
- Clear focus on **vocabulary, fluency and comprehension**.
- Strong links between **reading, writing and oracy**.
- A vibrant **school library** visited regularly by all children, where borrowing books is part of school life.
- A dedicated **school librarian** who leads joyful read-aloud sessions for all year groups, as well as **targeted story times for specific SEND groups**, ensuring that every child can access rich language experiences.
- Our community mantra: **“Read every day. It’s the Woolmore Way.”**

These features provide a solid platform for taking part in the **National Year of Reading (2026)** and strengthening our culture of reading even further.

Vision: Where do we want to be?

Inspired by the National Year of Reading (2026), Woolmore will be a school where:

- **Reading is woven through our culture, routines and identity**—in classrooms, corridors, the library and the playground.
- Children and adults **talk about books with passion, curiosity and confidence**.
- **Daily read-alouds** are a joyful, intentional and inclusive part of every classroom, informed by Michael Rosen's advice on reading aloud: bringing stories to life with expression, warmth and connection.
- The **Woolmore School Library** is a thriving hub of reading for pleasure, curiosity and discovery.
- Families are **active partners** in reading at home.
- Every child recognises and lives the Woolmore mantra:
"Read every day. It's the Woolmore Way."

How will we get there?

1. Classroom Practice

- Maintain **high-quality daily read-alouds** in every class, chosen with intent to support inclusion, vocabulary and curriculum knowledge.
- Develop teacher expertise in:
 - Reading for pleasure
 - Reading aloud with expression
 - Supporting fluency and comprehension
(Drawing on Michael Rosen's core principles: joy, rhythm, interaction, immersion.)
- Strengthen home–school reading partnerships through guidance, modelling and communication.

2. Curriculum, Library and Resources

- Review and refine the **Woolmore reading spine and Class/AR book provision** and ensure texts are inclusive, challenging and representative.
- Promote and protect the library as an essential part of learning:
 - Regular class visits
 - Weekly borrowing routines
 - Librarian-led story sessions
 - SEND-focused reading experiences and small-group story times
- Curate classroom book corners with:
 - Representative, inclusive texts
 - High-interest books across genres
 - Vocabulary-rich and knowledge-building texts
- Promote reading visually and culturally through displays, assemblies and shared celebrations.

3. Community Engagement

- Reading events, parent workshops and shared-reading mornings.
- Guest readers and community storytellers.

- Whole-school reading challenges and celebrations.
- Family reading afternoons, library open sessions and book swaps.
- Continue developing shared reading opportunities across the school, including cross-age reading partners.

Monitoring and Evidence

- **Learning walks** with a reading and read-aloud lens.
- **Pupil voice** on reading enjoyment, confidence and favourite books.
- Review of reading culture in **classrooms, book corners, and the school library**.
- Assessment information on **fluency, comprehension and stamina**.
- Monitoring of borrowing patterns and library engagement.
- Observation of librarian and SEND small-group reading sessions.

Success Criteria

- Reading becomes a **visible cultural pillar** of the school—seen, heard and felt throughout Woolmore.
- All children develop **stronger stamina, fluency, motivation and positive reading identities**.
- Teachers and the librarian are **confident, skilled practitioners of reading aloud**, supporting Rosen's principle: *"Make reading irresistible."*
- SEND pupils benefit from adapted, joyful, meaningful reading experiences.
- Families report increased engagement in reading at home.
- Woolmore is fully prepared—and proudly positioned—for the **National Year of Reading 2026**.
- Every child can proudly say: **"I read every day. It's the Woolmore Way."**

4. Leadership, Monitoring and Evaluation

Leadership at Woolmore (rooted in values)

Leadership is visible, relational, ambitious and reflective. Leaders ask: **"What would it take?"** Then lead the way.

Monitoring Schedule

- Half-termly Priority Reviews
- Learning walks (linked to Inclusion, Oracy, Reading)
- Planning meeting reviews
- Pupil voice
- Governor link visits
- SIP review with SLT each term
- Staff feedback surveys and CPD evaluation

Governors

Governors will receive:

- Regular priority updates
- Evidence of impact
- Questions aligned with each priority
- Visits scheduled throughout the year

5. Professional Development

Across all three priorities:

- Whole-school INSET (Inclusion launch)
- Bite-sized ongoing CPD
- Coaching, mentoring, modelling
- In-house specialists sharing expertise
- Use of Voice 21, Tower Hamlets Inclusion Handbook
- CPD aligned with appraisal objectives

6. Commitment to Wellbeing and Workload

In line with our values and DfE guidance:

- CPD is purposeful and manageable
- Inclusion models consider cognitive load
- Reading, Oracy and Inclusion practices are woven into what we already do—not added on
- Leaders listen, adapt and support

7. Summary and Ambition

This SIP builds on what makes Woolmore special: **togetherness, inclusion, kindness, ambition and high expectations**. Our priorities are connected and coherent:

- **Inclusion** ensures all children belong and can succeed
- **Oracy** builds voice, confidence and articulation
- **Reading** builds knowledge, imagination and joy

Together, these priorities strengthen the Woolmore curriculum, culture and identity—ensuring that **ALL CHILDREN CAN ACHIEVE SUCCESS**.

Appreciation

We appreciate and value our colleagues, our children, our families, our governors and everyone else who supports us with the most vital of jobs: educating children.

Thank you.

Tracy Argent
Headteacher
November 2025

