



Woolmore
Primary School

SCHOOL IMPROVEMENT PLAN 2026/27



Our 3 Priorities



Inclusion



Attendance



Year of Reading

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 2026/27 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.



School Improvement Priorities for 2026/2027

The Golden Thread for 2026/2027

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, Attendance and the national **Year of Reading**.

Priority 1: Inclusion (Year 2 of implementation)

Continue to embed a whole-school approach to Inclusion, aligned with the Ofsted Framework (2025) and the Tower Hamlets Inclusion Handbook, ensuring that every child, including those with SEND, experiences of disadvantage, vulnerability, attendance challenges, safeguarding concerns, social, emotional and mental health needs, or barriers to learning, feels a sense of belonging and is able to thrive.

Where are we now?

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

- Inclusion remains a key strength and priority across the school, with a shared commitment to ensuring every child is seen, valued and able to access learning.
- Staff increasingly recognise that inclusion extends beyond SEND and includes responding effectively to disadvantage, vulnerability, attendance concerns, social and emotional needs, and wider barriers to learning.
- All teaching staff have received SCERTS training and are increasingly using communication-focused approaches to support children with social communication and interaction needs.
- Teachers have received training on the Assess-Plan-Do-Review (APDR) cycle and Phoenix Steps, leading to greater consistency in identifying needs, planning support and reviewing impact.
- Staff have developed a stronger understanding of EHCPs, particularly Section F outcomes and provision, and are increasingly using these to inform classroom practice.
- Teaching assistants have received training informed by Education Endowment Foundation research, strengthening the use of effective scaffolding and promoting pupil independence.
- There is growing confidence in adaptive teaching approaches; however, consistency across classes and phases remains a key area for development.
- Families continue to value strong communication and collaborative working around their children's needs.
- We now need to move from implementation to embedding, ensuring that inclusive practices are consistently applied for all pupils who may face barriers to learning.

Vision: Where do we want to be?

Every child:

- Feels valued, known, safe and included within their classroom community.
- Develops a strong sense of belonging and positive identity within the school.
- Experiences success, independence and meaningful participation throughout the school day.
- Accesses a curriculum that is ambitious, inclusive and appropriately adapted to meet their needs.
- Receives timely support to overcome barriers arising from SEND, disadvantage, attendance difficulties, social and emotional needs, safeguarding concerns or other vulnerabilities.
- Makes strong progress towards personal, academic and developmental outcomes.

Every adult:

- Demonstrates confidence and expertise in inclusive classroom practice.
- Understands inclusion as meeting the needs of all learners, particularly those at risk of marginalisation or underachievement.
- Uses SCERTS principles, adaptive teaching strategies and scaffolding approaches routinely and effectively.
- Understands EHCP outcomes and uses them to inform planning, teaching and assessment.
- Applies the APDR cycle consistently to monitor, review and refine support.
- Sees inclusion as a shared responsibility and an integral part of high-quality teaching.

How will we get there?

High-quality teaching and adaptive practice

- Embed adaptive teaching strategies across all classes, including scaffolding, pre-teaching, explicit instruction, retrieval practice and reducing cognitive load.
- Ensure barriers to learning are identified early and responded to through high-quality classroom practice.
- Ensure SCERTS approaches are evident in classroom environments, interactions and planning.
- Maintain APDR cycles that clearly identify needs, actions and impact.
- Use Phoenix Steps consistently to support assessment, planning and progress monitoring for pupils working significantly below age-related expectations.
- Strengthen links between EHCP outcomes, classroom planning and provision.
- Monitor the participation and progress of vulnerable groups to ensure equitable outcomes.

Curriculum and Classroom Culture

- Ensure all classrooms promote belonging, independence, participation and psychological safety.

- Embed communication-friendly environments that support all learners.
- Maintain high expectations for all pupils whilst providing appropriate support and adaptations.
- Continue to develop pupils' independence through effective adult deployment and scaffolding.
- Ensure alternative and augmentative communication approaches are available where required.
- Promote a culture where diversity is celebrated and all pupils feel represented, respected and included.
- Ensure vulnerable pupils are fully included in the wider life of the school, including enrichment opportunities, visits, clubs and leadership roles.

Monitoring and Evidence

- Learning walks with an identified inclusion focus, including evidence of adaptive teaching and communication strategies.
- Reviews of APDR documentation and Phoenix Steps assessments.
- Monitoring of EHCP provision and Section F implementation.
- Analysis of outcomes, attendance, participation and engagement for pupils with SEND and other vulnerable groups.
- Pupil voice activities, including adapted approaches where appropriate.
- Staff confidence surveys and professional discussions.
- Review of intervention impact, independence and pupil outcomes.
- Family feedback regarding belonging, communication and support.

Success Criteria

- Inclusive practice is consistently evident across all classrooms and phases.
- SCERTS approaches, adaptive teaching strategies and effective scaffolding are embedded in daily practice.
- Teachers confidently use APDR processes, Phoenix Steps and EHCP outcomes to inform provision and teaching.
- Pupils with SEND and those experiencing disadvantage or vulnerability make strong progress from their starting points.
- Pupils demonstrate increased independence, engagement, attendance and participation.
- Families report positive experiences of communication, partnership and support.
- Monitoring demonstrates strong outcomes and a genuine sense of belonging for all groups of pupils.
- Inclusion is fully embedded as part of everyday practice and remains central to "how we do things at Woolmore."

Priority 2: Attendance

Where are we now?

- High expectations, clear routines and a strong values-led culture where pupils feel safe, respected and ready to learn.

- Positive relationships with pupils and families that support engagement, belonging and regular attendance.
- Effective systems for monitoring attendance, identifying concerns early and implementing targeted interventions.
- Strong partnership working with families and the Attendance Welfare Advisor (AWA) to remove barriers to attendance.
- A culture of celebration and recognition through attendance assemblies, class trophies, attendance displays and pupil-led initiatives.
- Meaningful pupil voice opportunities, including attendance questionnaires and school council leadership.
- Effective support for many vulnerable pupils, including pupils with SEND and those eligible for FSM.

As a result:

- Whole school attendance improved to **94.1%**, exceeding our ABIE target of **93.7%** during the 2025-2026 academic year.
- Persistent absence reduced significantly from **21.6% in June 2025 to 15.1% in June 2026**, moving to **14.8%** in July.
- Attendance for pupils eligible for FSM remains strong and above national benchmarks.
- Attendance for many pupils with SEND has improved, with **66% of persistently** absent SEND/EHCP pupils (Y1-Y6) improving their attendance since Spring Term.

However:

- Whole-school attendance remains below national averages.
- Persistent absence continues to be a significant barrier for some pupils and groups.
- Pupils with SEND remain over-represented within the persistent absence cohort.
- We need sharper analysis to identify which strategies have had the greatest impact so successful approaches can be replicated more consistently.

Vision: Where do we want to be?

All children:

- Attend school regularly and arrive on time, ready to learn.
- Feel safe, valued and connected to the Woolmore community.
- Understand the importance of attendance and take increasing ownership of it.
- Access their full entitlement to learning, enrichment and wider opportunities.

We want attendance to be:

- A shared responsibility between school, pupils and families.

- Closely linked to our culture of belonging, inclusion and ambition for every child.
- Supported through strong relationships, early intervention and a relentless focus on removing barriers.
- A strength of the school, with attendance at or above national averages and persistent absence continuing to reduce.

How will we get there?

Culture, Belonging and Community

- Continue to promote the message that every day in school matters.
- Strengthen pupils' sense of belonging through positive relationships, pupil leadership opportunities and participation in wider school life.
- Celebrate attendance and improvement at every level – at the gates, in the classroom, and through assemblies – in displays, on recognition boards and through communication with families.
- Further develop attendance messages that are shaped and delivered by pupils.
- Extend opportunities for participation in clubs, visits, performances and enrichment activities.
- Explore ways to recognise individual attendance achievements, including 100% and 99% attendance.

Family Engagement and Partnership

- Maintain strong, supportive and non-judgemental relationships with families.
- Continue termly attendance communications with parents and carers.
- Work proactively with families and external agencies to identify and remove barriers early.
- Widen family involvement in attendance celebrations and initiatives.
- Ensure attendance support plans are developed collaboratively and reviewed regularly.

Targeted Support and Intervention

- Use granular attendance analysis to identify pupils at risk of becoming persistently absent.
- Introduce a more systematic response for pupils whose attendance falls between different attendance bandings.
- Continue targeted support for pupils experiencing emotional, wellbeing, SEND or other vulnerability-related barriers.
- Analyse successful attendance interventions and transfer effective strategies to pupils and groups whose attendance remains difficult to improve.
- Work closely with the Attendance Champion, SLT and AWA to evaluate impact and refine practice.
- Build a culture that attendance is everyone's responsibility.

Professional Development

- Ensure all staff understand their role in improving attendance.
- Develop staff understanding of the relationship between attendance, belonging, disadvantage, SEND and wellbeing.
- Share effective practice and successful case studies across the school.
- Maintain a relational and inclusive approach to attendance support.

Leadership

- Attendance remains a whole-school improvement priority.
- Senior leaders analyse weekly attendance data and evaluate the effectiveness of interventions.
- Attendance Leads coordinates targeted support and monitors impact.
- Attendance is regularly reviewed by governors, with particular focus on persistent absence and vulnerable groups.
- Leaders use attendance and belonging data together to evaluate the impact of school improvement work.

Monitoring and Evidence

- Weekly attendance and punctuality reviews.
- Persistent absence tracking and case studies.
- Half-termly review of attendance by year group and vulnerable groups.
- Analysis of strategies with identified pupils and evaluation of impact.
- Attendance Champion and phase-generated reports and intervention records.
- Pupil voice surveys relating to attendance, wellbeing and belonging.
- Family feedback regarding attendance support.
- Monitoring participation in clubs, enrichment activities and pupil leadership opportunities.
- Analysis of belonging measures alongside attendance data.

Success Criteria

- Whole-school attendance continues to improve and moves closer to or exceeds national averages.
- Persistent absence continues to reduce significantly from 2025/26 levels.
- Attendance for pupils eligible for FSM remains above national averages.
- Attendance for pupils with SEND improves further and representation within the persistent absence cohort reduces.
- Pupils report a strong sense of belonging, safety and connection to school.
- Families feel supported and engaged in improving attendance.
- Leaders can clearly identify and evidence which attendance strategies have the greatest impact.
- Attendance is recognised as a key strength of Woolmore's inclusive and relational culture.

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

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.
- Strong and growing links with the local Idea Store, supporting children and families to access books, library memberships, reading events and opportunities beyond the school day.
- Increasing numbers of families engaging with reading through local library services, helping to extend our reading culture beyond the school gates.
- Our community mantra: "Read every day. It's the Woolmore Way."

Vision: Where do we want to be?

Inspired by our Year of Reading journey, Woolmore will be a school where:

1. Reading is woven through our culture, routines and identity in classrooms, corridors, the library, playgrounds, homes and the wider community.
2. Children and adults talk about books with passion, curiosity and confidence, sharing recommendations and reading experiences across generations.
3. Daily read-alouds are a joyful, intentional and inclusive part of every classroom, informed by Michael Rosen's principles of bringing stories to life through expression, warmth and connection.
4. The Woolmore School Library is a thriving hub for reading, belonging, curiosity and lifelong learning.
5. Families, governors, local organisations and community members are active partners in promoting reading, recognising that reading is everyone's responsibility.
6. Every child sees themselves as a reader and understands that reading opens doors to knowledge, opportunity, imagination and participation in society.
7. Every member of our community recognises and supports our shared mantra:

"Read every day. It's the Woolmore Way."

Classroom Practice

- Maintain high-quality daily read-alouds in every class, chosen intentionally to support inclusion, vocabulary development, curriculum knowledge and reading for pleasure.
- Continue to develop teacher expertise in:
 - Reading for pleasure
 - Reading aloud with expression
 - Supporting fluency and comprehension
 - Building positive reader identities for all pupils, including those experiencing disadvantage or vulnerability
 - Drawing on Michael Rosen's principles of joy, rhythm, interaction and immersion.
- Ensure children have regular opportunities to talk about, recommend and celebrate books with their peers.
- Strengthen home-school reading partnerships through guidance, modelling, communication and practical support for families.
- Share reading strategies and recommendations that enable families to engage confidently in reading at home, regardless of language background or previous experiences.

Curriculum, Library and Resources

- Review and refine the Woolmore Reading Spine, class texts and AR provision, ensuring books are inclusive, representative, ambitious and reflective of our diverse community.
- Promote and protect the library as an essential part of learning and community life through:
 - Regular class visits
 - Weekly borrowing routines
 - Librarian-led story sessions
 - SEND-focused reading experiences and small-group story times
 - Opportunities for families and community members to engage with the library
- Curate classroom book corners featuring:
 - Representative and inclusive texts
 - High-interest books across a broad range of genres
 - Vocabulary-rich and knowledge-building texts
 - Books that celebrate local history, cultures and lived experiences
- Promote reading visually and culturally through displays, assemblies, author studies, shared celebrations and community contributions.
- Capture and showcase reading recommendations from pupils, staff, families, governors and community partners.

Community Engagement

- Build on the success of the Year of Reading by establishing reading as a shared community commitment.
- Deliver reading events, family workshops, story-sharing sessions and shared reading mornings.
- Invite parents, carers, governors, local residents, businesses and community leaders to participate as guest readers and storytellers.
- Develop partnerships with local libraries, cultural organisations and community groups to promote reading opportunities beyond school.
- Organise whole-school reading challenges, themed reading weeks and celebrations that involve families and the wider community.
- Offer family reading afternoons, library open sessions, book swaps and opportunities for families to recommend books.
- Continue developing shared reading opportunities across the school, including cross-age reading partners and reading ambassadors.
- Create opportunities for children to see reading valued by adults from a wide range of backgrounds, professions and experiences.
- Celebrate multilingual reading and storytelling, recognising and valuing the linguistic and cultural richness of the Woolmore community.

Monitoring and Evidence

- Learning walks with a reading and read-aloud lens.
- Pupil voice focused on reading enjoyment, engagement, confidence and reading identity.
- Family voice and community feedback regarding engagement with reading initiatives.
- Review of reading culture in classrooms, book corners, the school library and community events.
- Assessment information on fluency, comprehension, vocabulary and reading stamina.
- Monitoring of borrowing patterns and library engagement.
- Monitoring attendance and participation at family and community reading events.
- Observation of librarian-led sessions and SEND-focused reading provision.
- Evaluation of community partnerships and their contribution to reading engagement.

Success Criteria

- Reading is a visible and celebrated cultural pillar of school and community life, seen, heard and valued throughout Woolmore.

- Children demonstrate stronger fluency, vocabulary, comprehension, stamina and enthusiasm for reading.
- More children identify themselves as readers and talk confidently about books they enjoy.
- SEND pupils and pupils experiencing disadvantage or vulnerability benefit from adapted, meaningful and joyful reading experiences.
- Families report increased confidence and engagement in supporting reading at home.
- Reading participation extends beyond the classroom, evidenced through family engagement, library use and community involvement.
- Teachers, support staff and the librarian are confident and skilled advocates for reading for pleasure.
- Strong partnerships with families, governors and community organisations contribute to a sustainable reading culture.
- Reading remains a key part of Woolmore's identity beyond the National Year of Reading.
- Every child can proudly say:

"I read every day. It's the Woolmore Way."

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.

The Woolmore Team
September 2026

