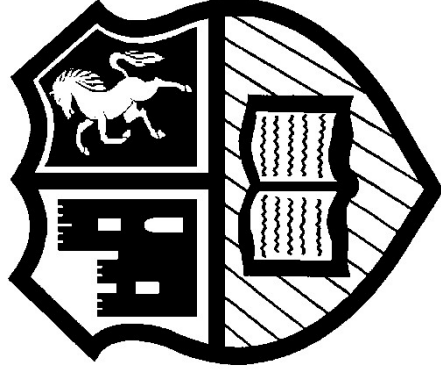


Otford Primary School



SCHOOL IMPROVEMENT PLAN 2025-2026

Head teacher: Mrs H Roberts
Chair of Governors: Miss L Lynch

SECTION 1: CONTEXT

Offord Primary School is a 'good' school in all areas – Ofsted October 2023

Offord Primary School has recently become a one formed entry village school with two year groups in Years 4-6. There are 238 pupils on roll, there has been a drop-in numbers mainly due a continued low birth rate across Sevenoaks which has impacted on our Reception intake for the past few years. Class sizes, on average, are smaller than national across year groups in Years 4-6, smaller classes in Years 2-3 have been merged to one class within the last year. We are oversubscribed in Reception this year and hold a waiting this, this was a particularly high sibling year.

The Ofsted Inspection (October 2023) recognised the hard work from all the stakeholders and was awarded a “Good” outcome, with only one key area of development:

Next steps:

- **The aims of the ambitious curriculum are not yet realised fully. Consequently, in a few subjects, pupils may not yet achieve as well as they could. The school should continue its work to monitor the implementation of the curriculum to ensure that it is highly effective in all subjects.**

The quality of teaching and learning in classes across the school is at least good. The senior and wider school leaders are experienced, as are many of the teaching and support staff. We currently have one member of staff completing their ECT year 1 and one due to complete their ECT Year 2 at the end this year. The school is now aiming to further embed our ambitious curriculum (which in underpinned by our core values) to provide all learners, particularly disadvantaged pupils and pupils with SEND, with the skills, knowledge and cultural capital they need to succeed in life. We will also be focussing on teaching and learning with an aim of increasing active learning and breaking learning into manageable chunks for all our learners.

Estimated next Ofsted Inspection- October 2027-Spotlights in this SIP are to ensure above development point is on track.

SECTION 2: SPOTLIGHTS FOR SCHOOL IMPROVEMENT

Spotlight 1 Quality of Education

To embed curriculum knowledge and skills securely, subject leaders will prioritise active learning strategies that enable all pupils — with a particular focus on Pupil Premium — to apply knowledge, engage with key concepts, and deepen understanding.

Spotlight 2 Quality of Education

To ensure the curriculum is accessible for all pupils through appropriate adaptations and strategies that break learning into manageable chunks, promoting inclusivity and improving understanding, with a particular focus on the lowest attaining 20%.

Spotlight 3 Behaviour and Attitudes

To strengthen the whole-school approach to behaviour management by ensuring positive expectations are explicitly taught, modelled, and consistently reinforced across the school, with a particular focus on transitions.

1. Quality of Education - ((costing additional INSET and materials £600:00))

Outcomes

Spotlight 1.

To embed curriculum knowledge and skills securely, subject leaders will prioritise active learning strategies that enable all pupils — with a particular focus on Pupil Premium — to apply knowledge, engage with key concepts, and deepen understanding.

- Subject leader action plans explicitly reference active learning strategies, and baseline monitoring (lesson visits, books, and pupil voice, including PP pupils) establishes benchmark data for current practice – **Term 2**
- Subject leaders' mid-year reviews and monitoring show that active learning strategies are evident in Science, History/Geography, and RE planning across the school, and pupil voice (including PP) shows measurable improvement from the Autumn baseline – **Term 4**
- End-of-year subject leader evaluations and monitoring (lesson visits, books, pupil voice) demonstrate that active learning strategies are securely embedded across subjects, with Pupil Premium pupils showing improved ability to articulate and apply key concepts compared with the Autumn benchmark and improved attainment - **Term 6**

1. Quality of Education- (costing additional INSET and materials £600:00)	
Spotlight 2	Outcomes
<p>To ensure the curriculum is accessible for all pupils through appropriate adaptations and strategies that break learning into manageable chunks, promoting inclusivity and improving understanding, with a particular focus on the lowest attaining 20%.</p>	<ul style="list-style-type: none"> • Subject leader action plans (English and Maths) identify specific accessibility strategies for the lowest 20%, and baseline evidence (lesson visits, books, pupil voice) establishes current levels of adaptation and impact – Term 2 • Monitoring of planning and lessons in English and Maths shows consistent use of agreed accessibility strategies, with pupil voice from the lowest 20% reflecting increased confidence and understanding compared with the Autumn baseline. – Term 4 • End-of-year evaluations and monitoring demonstrate that accessibility strategies are embedded across English, Maths, and some wider subjects, with evidence (attainment data, books, lessons, and pupil voice) showing measurable improvement in the ability of the lowest 20% to access and apply learning compared with the Autumn benchmark – Term 6
2. Behaviour and Attitudes (costing additional INSET and materials £600:00)	
Spotlight 3	Outcomes
<p>To strengthen the whole-school approach to behaviour management by ensuring positive expectations are explicitly taught, modelled, and consistently reinforced across the school, with a particular focus on transitions.</p>	<ul style="list-style-type: none"> • Whole-school behaviour expectations are re-established, explicitly taught, and modelled; baseline behaviour data (including transitions) and pupil/staff voice are collected to establish a starting point – Term 2 • Monitoring (learning walks, pupil and staff voice) shows consistent reinforcement of behaviour expectations across classrooms and transition points, with evidence of improved pupil understanding compared with Autumn baseline – Term 4 • End-of-year evaluations show behaviour expectations are embedded across the school, with behaviour data and pupil/staff voice reflecting measurable improvements and reduction in behaviour incidents during transitions, compared with the Autumn baseline – Term 6