



sOak Cottage Primary School

School Improvement Plan 2026-27

Key Priority 1	To strengthen inclusive practice and adaptive teaching so that pupils with SEND, particularly those with EHCPs and complex needs, successfully access, participate in and achieve across the full curriculum.						
Areas	Leadership and Governance	Curriculum and Teaching	Attendance and Behaviour	Achievement	Personal Development and Wellbeing	Inclusion	Early Years Provision
	Y	Y		Y	Y	Y	Y
Context	National SEND reform and Solihull's local SEND strategy are driving a stronger focus on inclusive mainstream provision, early intervention and ensuring that schools can successfully meet a wider range of needs within the classroom. There is an increasing expectation that adaptive teaching and high-quality inclusive practice enable pupils with SEND, particularly those with EHCPs and complex needs, to access the full curriculum, participate fully in school life and achieve ambitious outcomes. Oak Cottage has established a strong inclusive ethos and achieves positive outcomes for the majority of pupils. However, analysis of school performance information indicates that pupils with the most significant additional needs continue to face the greatest barriers to achievement. By further strengthening inclusive practice and adaptive teaching, the school will be better placed to ensure that all pupils, regardless of need, can access learning, develop independence, make strong progress from their starting points and experience success across the curriculum.						
Success Criteria	Adaptive teaching is consistently strong across all classes.						
	SEND pupils make good progress from their starting points.						
	Gaps between SEND pupils and their peers narrow over time.						
	SEND pupils access and participate fully in the curriculum and wider school life.						
	SEND pupils demonstrate increasing independence, confidence and self-advocacy.						
	Parents, pupils and external professionals report that provision is inclusive, effective and ambitious.						

Key Priority 2	To further develop and refine a coherent, knowledge-rich and inclusive curriculum, aligned with emerging national curriculum developments, which enables all pupils to acquire, retain and apply essential knowledge and skills whilst successfully accessing and achieving across the full curriculum.						
Areas	Leadership and Governance	Curriculum and Teaching	Attendance and Behaviour	Achievement	Personal Development and Wellbeing	Inclusion	Early Years Provision
	Y	Y	Y	Y	Y	Y	Y
Context	The Curriculum and Assessment Review (CAR) reinforces the importance of an ambitious, knowledge-rich curriculum that enables all pupils to acquire, retain and apply essential learning. Alongside this, there is an increasing national focus on curriculum accessibility, inclusion (see Priority 1), disciplinary knowledge, oracy (see Priority 3) and ensuring that assessment supports learning without creating unnecessary workload. National reforms are expected to result in further curriculum developments and the publication of a revised National Curriculum framework over the coming years, requiring schools to review and refine their provision accordingly. Oak Cottage already provides a broad, balanced and engaging curriculum underpinned by strong outcomes and a commitment to inclusion. As national expectations evolve, the school will continue to review, refine and strengthen its curriculum to ensure it remains ambitious, coherent and fully inclusive. This will support all pupils to successfully acquire, retain and apply essential knowledge and skills whilst ensuring readiness for future curriculum developments at national level. Analysis of End of Key Stage 2 data for 2025-26 shows that the attainment of SEND children, boys in writing and girls in maths are an area for particular focus as part of this.						
Success Criteria	Curriculum reflects emerging national expectations.						
	Key knowledge is clearly sequenced across subjects.						
	Pupils retain and recall essential learning.						
	Adaptive teaching enables full curriculum access for all.						
	SEND and disadvantaged pupils achieve and participate well.						
	Pupils confidently apply and articulate their learning.						

Key Priority 3	To further embed a culture of oracy across the curriculum and school community as a Voice 21 school, enabling all pupils to communicate confidently, think critically, articulate their learning effectively and participate successfully as learners and citizens.						
Areas	Leadership and Governance	Curriculum and Teaching	Attendance and Behaviour	Achievement	Personal Development and Wellbeing	Inclusion	Early Years Provision
		Y		Y	Y	Y	Y
Context	As a Voice 21 school, Oak Cottage recognises that oracy is fundamental to both academic success and personal development. Emerging curriculum developments continue to emphasise the importance of spoken language, vocabulary, reasoning and communication in supporting learning across all subjects. Building on the school's strong foundations, the next stage of development is to ensure that high-quality talk, vocabulary development and opportunities for purposeful communication are consistently and routinely embedded throughout the curriculum and wider life of the school.						
Success Criteria	Oracy strategies are embedded across all curriculum areas.						
	Pupils confidently articulate their learning and thinking.						
	High-quality talk supports learning in every classroom.						
	Pupils use ambitious and subject-specific vocabulary accurately.						
	Pupil voice and leadership opportunities are evident across the school.						
	All pupils, including SEND and disadvantaged pupils, participate confidently in discussion and presentation.						
	Staff consistently apply agreed Voice 21 strategies.						