

Sale and Davys C.E. (Controlled) Primary School Improvement Plan 2026-2027

Subject: French

Subject Leader: Hannah Yeo

Whole School Key Priorities:

- To ensure that all children regularly write in a range of genres including non-fiction where they edit and improve their work so that grammar and punctuation is consistently accurate across the school.
- To ensure that behaviour is dealt with consistently and effectively across the school so that all children have the best environment to learn.
- To ensure that writing outcomes are in line with reading, maths and GAPS outcomes at Key Stage 2. To ensure that pupils passing the multiplication check is above the national average and that the national average score increases to 23. To ensure that the number of pupils passing the phonics screening test is above the national average. To ensure that EYFS outcomes are at least in line with national data.
- To ensure that personal development incorporates the requirements of the new RSE statutory guidance and the school's chosen Christian values. To provide enrichment in line with the new statutory requirements.

Objective	Start Date	Success Criteria	Specific actions	Other Personnel	Resources	Next Steps
Monitoring Focus: Planning scrutiny and sequence of lessons. 2.1 Ensure that the teaching is consistently strong and addresses the needs at all levels so that all groups make the necessary progress.	Aut 2026	Clear progression of French across Key Stage 2 – consistent on medium term plans. Knowledge Mats in books. Children confidently answering KMRM questions. Evidence of adaptive learning for SEND, PP, GD, catch up children. Report written for staff and school governor.	Class teachers to highlight objectives on medium term planning taken from progression grids. Knowledge progression mats in whole class book. French lead to scrutinise planning – identify strengths and areas for development. Staff discussions to monitor how knowledge mats are used within lessons.	Teaching staff	Subject leader time PPA	Address AFIs

Monitoring Focus: Pupil discussions/pupil questionnaires./book trawl 2.1 Ensure that the teaching is consistently strong and addresses the needs at all levels so that all groups make the necessary progress.	Aut 2026	Completed subject questionnaire. All pupils have an opportunity to have a voice.	Scrutiny of all KS2 French books. Pupil focus groups – KMRM questions from knowledge mats. Focus on SEN, PP, GD, Catch-up. Report produced on strengths and areas for improvement.	Pupils Staff MFL Governor	Subject leader time	Share with teaching staff.
Monitoring Focus: Lesson Observations. 2.1 Ensure that the teaching is consistently strong and addresses the needs at all levels so that all groups make the necessary progress	Spr 2027	Children understand learning objective for the lesson. Children achieve learning objectives in planning. Adaptive teaching is clear for SEND, GD, PP and catch up children. Accurate vocabulary/pronunciation used throughout lesson. KMRM questions confidently answered. Children engaged and enjoying lessons. All pupils given speaking opportunities.	Lesson observations in all KS2 classes. Write a report to share findings with staff and governors.	Teaching staff. MFL governor.	Subject leader time	Report shared with governor

Monitoring Focus: Learning Walk.	Spr 2027	French Subject Masters visible in each classroom. Classroom essentials in place. Children can clearly articulate what subject master is. French displays with visible vocabulary.	Learning walk Pupil and staff discussions Report produced on all the above activities with strengths and AFI identified.	Governor All pupils	Subject leader time	Share with Governors and staff.
To complete an audit of French resources. Create "Languages" section in library with new resources.	Spr 2027	To audit current French resources/books in library and then address needs. Children have access to French books for extra consolidation and to take learning further.	To organise "Languages" section in library.	All staff	Subject leader time	Library visited by children for reference during French lesson.

Ensure that personal development is built into all aspects of school life.	Sum 2027	Provide children with real life contexts for language use and opportunities to practise.	All children in KS2 to run a real French café for parents to be invited to, in line with their Spring/Summer term vegetable and healthy food topics. Speaking in French throughout when taking orders and serving the adults. Years 3/4 – Cycle 1 Years 5/6 – Cycle 2	KS2 Staff	Café items, food, drinks	Pupil/Parent Questionnaires.
Monitoring Focus: Analysis of class assessments. 2.1 To ensure that teaching is strong and addresses pupil needs at all levels so that all groups make the necessary progress.	Sum 2027	Assessment of French takes place in each year group. Assessment data is used to inform future planning. Co-ordinator has an overview of standards in French across school.	Collect class assessment data for French from all year groups. Analyse the data and identify; trends, patterns. Interpret data and identify AFI's Report produced – shared with staff and governors.	Staff and Governors.	Subject leader time	Report produced and shared with staff and governors.
End of year evaluation from individual monitoring activities and evaluation reports.	Sum 2027	Staff questionnaires, monitoring, planning scrutiny and lesson observations inform end of year evaluation, AFI and training needs.	Analyse and evaluate monitoring cycle activities.	Shared with staff and MFL Governor.	Subject leader time	Address AFI and potential CPD needs.

		Priorities in the co-ordination of French/MFL are identified for the coming academic year. SIP 2027-28 beginning to be written.	Reflect on the actions carried out in the coordination of French/MFL this academic year and identify strengths, AFI's, training and resourcing needs. Report produced and shared with Governor.	Shared with staff and MFL Governor.	Subject leader time.	SIP for next academic year in place.
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