



## SCHOOL IMPROVEMENT SUMMARY 2025-2026

### 1. SAFEGUARDING: Ensuring that the school meets required standards for pupil safeguarding and welfare.

- Review safeguarding procedures and curriculum – create a Safeguarding curriculum as part of e-safety, linked to transition to Yr7 and parental engagement
- Improve site security – audit and action plan to include installing mag locks for flight risk pupils
- Redesign Emergency Procedure document – to ensure a more efficient and easily administered emergency plan
- Enhance parent understanding – review information on website, create an easily accessible information board on e-safety for pupils and parents and provide regular updates on new guidance and support networks

### 2. INCLUSION: Evaluating the support provided to vulnerable and disadvantaged pupils, including those with Special Educational Needs and Disabilities (SEND).

#### STRATEGIC OBJECTIVE 4

#### Parental engagement promotes high attendance and improved pupil attainment.

- Review current provision – create inclusion audit and action plan to drive impact of target group
- Training needs – enhance understanding of target group needs for new Inclusion Lead and governors
- Effectively implement PINS Project (Neurodiversity Training and Provision) – to enhance parental engagement and whole school approach to inclusion, including creating a nurture room to support SEMH and SEND

### 3a. CURRICULUM DESIGN: Evaluating the design and implementation of the school's curriculum.

#### STRATEGIC OBJECTIVE 2

#### Our ambitious skills-based curriculum provides a strong platform for inspirational creative teaching.

#### STRATEGIC OBJECTIVE 4

#### Parental engagement promotes high attendance and improved pupil attainment.

- Collate evidence of Greater Depth opportunities across the school
- Collate evidence of effective delivery and application of No-Nonsense Grammar across the school
- Embed Skills Builder – develop careers through parental engagement
- Enhance structure of Imagination Firelighters planning to better reflect the new writing framework
- Update website – create individual class areas with curriculum overviews and resources to make them more accessible for parents
- Ground Zero Climate Plan – create a sustainability curriculum action plan through Pupil Voice

### **3b. TEACHING QUALITY: Assessing the quality and effectiveness of teaching practices.**

#### **STRATEGIC OBJECTIVE 2**

**Our ambitious skills-based curriculum provides a strong platform for inspirational creative teaching.**

#### **STRATEGIC OBJECTIVE 3**

**Our outdoor space enables access to high quality EYFS learning throughout the year.**

- Highlight the teaching of Diversity and Equality across the curriculum – Investigate PTI opportunity through Music
- Embed Skills Builder – ensure this forms part of all aspects of learning in and out of the classroom and across the school
- Enhance Imagination Firefighter provision to enhance quality of writing particularly for boys

### **4. EARLY YEARS: Assessing the quality and effectiveness of teaching practices.**

#### **STRATEGIC OBJECTIVE 2**

**Our ambitious skills-based curriculum provides a strong platform for inspirational creative teaching.**

#### **STRATEGIC OBJECTIVE 3**

**Our outdoor space enables access to high quality EYFS learning throughout the year.**

- Embed Skills Builder – ensure this forms part of all aspects of learning in and out of the classroom and across the school
- Al Fresco Learning Training to be used to review and enhance the outdoor learning opportunities for EYFS
- Early Intervention – ensure parental engagement enables early intervention for pupils with communication and language needs

### **5. ACHIEVEMENT: Measuring pupil progress and academic outcomes.**

#### **STRATEGIC OBJECTIVE 4**

**Parental engagement promotes high attendance and improved pupil attainment.**

- Targets based on tracking Data Report July 2025:
  - EYFS - % of pupils gaining GLD to increase by a minimum of 5%
  - Yr1 – % of girls in writing to improve by at least 5%
  - Yr2 – Maintain or improve 79% class average for writing, including new joiners
  - Yr3 – Maintain or improve 77% class average for writing, including new joiners
  - Yr4 – Increase class average for reading and writing by at least 3%, including new non-SEND joiners.
  - Yr5 – Increase class average for writing by at least 3%
  - Yr6 – Increase class average for writing and maths by at least 3%
- Yr1 Phonics – for current cohort to be at least in line with National average
- Yr4 Multiplication Check – for current cohort to maintain an average score that is in line with the National average

- Target groups:
  - Yr3 – increase % of boys average for reading, writing by at least 3%
  - Yr4 – increase % of non-SEND boys average for reading, writing and maths by at least 5%
  - PP – decrease whole school attainment gap for reading, writing and maths by at least 10%
  - PP – ensure at least 6 points progress is maintained for reading, writing and maths in Yr3 and for writing in Yr4
  - SEND – ensure at least 6 points progress is maintained for reading and writing in Yr4

#### **6a. BEHAVIOUR: Observing pupil conduct and the school's approach to fostering positive behaviour.**

- Embedding new Behaviour Policy and developed through the Paul Dix approach – relentless consistency of staff to ensure pupil and parent understanding and support

#### **6b. ATTENDANCE: Monitoring pupil attendance rates and the effectiveness of attendance policies.**

##### **STRATEGIC OBJECTIVE 4**

##### **Parental engagement promotes high attendance and improved pupil attainment.**

- Consistent application of policy – ensure communication to parents is clear and timely including effective use of well worded letters to support improvement
- Improve attendance figures - Increase attendance from 95% to at least 97%
- Parental engagement – workshops and careers involvement through a careers' day

#### **7. PERSONAL DEVELOPMENT AND WELLBEING: Assessing how the school supports pupils' personal growth and mental health.**

##### **STRATEGIC OBJECTIVE 3**

##### **Our outdoor space enables access to high quality EYFS learning throughout the year.**

- Fab Friday – review evidence base to support rationale
- Personal Development Plan Overview - PSHE curriculum and overall document showing where PSHE is covered in addition to Jigsaw
- Re-align curriculum – to highlight where the teaching of diversity and equality is embedded
- Review assemblies – planned strategically to include linked themes
- Embed Skills Builder – to enhance whole school approach to developing the whole child
- Visits and Extra Curricular Opportunities – including clubs
- Improve pupil leadership opportunities - develop a more advanced Buddy System across the school, provide more opportunities for pupil voice
- Improve community links with village and local organisations
- Monitor pupil understanding of mental wellbeing – to gather evidence of provision

## **8. LEADERSHIP AND GOVERNANCE: Reviewing the effectiveness of school leadership and management structures.**

### **STRATEGIC OBJECTIVE 1**

**Staff and governors have a shared commitment to becoming a financially sustainable 7 class school.**

- Evaluate Middle Leader responsibilities and impact - create updated lead action plans for SEND and Inclusion, English, Maths, Sustainability, Early Years SEND and Parental Engagement, Phonics, Skills Builder and Careers
- Management of new classroom build – ensure smooth transition including positive community engagement and communication
- Parent forum – use parent governors to effectively encourage and manage Parent Voice
- Marketing of school - Review school website and links with external organisations to help maintain pupil numbers

## **4. EARLY YEARS: Assessing the quality and effectiveness of teaching practices.**

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