



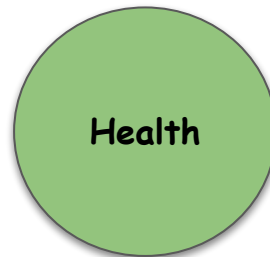
# *Our* Improvement Plan



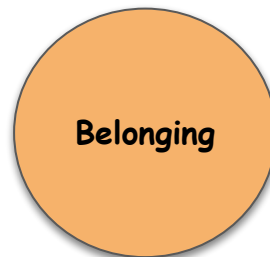
2025-26



# *Our* Improvement Plan *vision and priorities*



Our vision is for all members of our unique community to feel a strong sense of belonging, demonstrating our values and knowing that they are valued by the school.



# *Ofsted's new* Report Card *areas of focus*



Curriculum



Developing  
teaching



Leadership &  
governance



Behaviour &  
attitude



Attendance



Personal  
development &  
well-being



Achievements



Inclusion



Safeguarding

## Prioritising Learning

L1) Children make excellent progress as readers throughout the school.

L2) Children make excellent progress as writers throughout the school.

L3) Children can recall and connect key knowledge in foundation subjects.

L4) All pupils are encouraged and supported to develop a deep connected and sustained understanding of the mathematics being explored.

## Prioritising Health

H1) All key stakeholders overwhelmingly demonstrate valued behaviours.

H2) All key stakeholders are thriving in relation to healthy choices, staying safe and building positive relationships.

## Prioritising Inclusion

I1) All children are enabled to make progress, meeting needs and addressing gaps in knowledge.

I2) Children using The Butterfly Hub are thriving.

## Prioritising Belonging

B1) Children's attendance overall is at least 97% with less than 10% persistent absence.

B2) All key stakeholders are thriving because they have a strong feeling of belonging at school.

# Prioritising Learning

## L1) Children make excellent progress as readers throughout the school. (SLT Lead is A Robinson)

Actions:	Impact (Autumn, Spring, Summer, On-going):
<ul style="list-style-type: none"> <li>- Regular assessment and action planning for YR - Y2 children learning phonics, following the ways of working formerly developed alongside English Hub</li> <li>- Continued wave 1 and wave 2 interventions for YR - Y2 children learning phonics, following the ways of working formerly developed alongside English Hub</li> <li>- Continue to develop parent awareness of early reading with open mornings in EYFS and KS1 and regular communication about learning using Seesaw</li> <li>- Monitor the impact of the new pupil reading record, with feedback given to parents</li> <li>- Secure the use of guided reading rotations to develop reading comprehension in KS1 and KS2</li> </ul>	<ul style="list-style-type: none"> <li>- Minuted evidence of actions taken across the year (Phonics Meetings) to allow children to meet the standard</li> <li>- Positive qualitative feedback from parents attending maths mornings across the year</li> <li>- Pupils make good progress in guided reading lessons, following agreed cycle</li> <li>- At least 90% of pupils reading records are completed in a satisfactory way</li> <li>- Pupils make expected progress in phonics according to overall HT appraisal targets</li> <li>- Pupils make expected progress in reading according to overall HT appraisal targets</li> </ul>

## L2) Children make excellent progress as writers throughout the school. (SLT Lead is A Robinson)

Actions:	Impact (Autumn, Spring, Summer, On-going):
<ul style="list-style-type: none"> <li>- Improve accuracy in writing through a school-wide 'booster' period to address grammar and punctuation skills, before half term</li> <li>- Consolidate 'stage not age' approach to the teaching of writing, with evidence of reasonable adjustments and adaptations for children who are not writing in line with age related expectations, referring to descriptors of pupils as Early, Novice and Growing Expertise writers</li> <li>- Secure S-planning within all phases, to ensure high levels of specificity within lessons, using inspiring and adjusted texts as necessary to model and stimulate writing</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are showing a higher degree of accuracy across Autumn 1, supported by teacher feedback</li> <li>- Pupils working below ARE are supported to make progress through scaffolds and/or adapted learning</li> <li>- Pupils make expected progress in maths according to overall HT appraisal targets</li> </ul>



# Prioritising Learning

L3: Children can recall and connect key knowledge in foundation subjects. (Lead is J Jolliffe)	
<b>Actions:</b> <ul style="list-style-type: none"> <li>- Audit of two-year curriculum and implementation (books and lessons)</li> <li>- Continue to develop foundation subject progress and assessment, supported by improved questioning and practice and retrieval strategies (Walk Thrus)</li> <li>- Use coaching and 'subject development meetings' for professional development underpinned by Walk Thrus pedagogy</li> </ul>	<b>Impact (Autumn, Spring, Summer, On-going):</b> <ul style="list-style-type: none"> <li>- Pupils learning is structured according to subject intents and revised medium term plans</li> <li>- Pupils are able to recall knowledge independently, prompted by simple retrieval techniques in lessons</li> </ul>
L4: All pupils are encouraged and supported to develop a deep connected and sustained understanding of the mathematics being explored. (Lead is K Garton)	
<b>Actions:</b> <ul style="list-style-type: none"> <li>- All pupils working on the same focus with different support provided to enable all pupils to access the mathematics independently</li> <li>- Books show pupils working on the same mathematics, representing their thinking and understanding in different ways (including with diagrams, models, symbols and writing) rather than pupils working through many different examples. This may result in less in the books (especially for younger pupils and pupils with SEND) and no obvious differentiation by task.</li> <li>- Continue to develop parent awareness of maths mastery approaches with open mornings in all phases of the school and regular communication about learning using Seesaw</li> </ul>	<b>Impact (Autumn, Spring, Summer, On-going):</b> <ul style="list-style-type: none"> <li>- Pupils make good progress in lessons which demonstrate pedagogy indicative of the Jurassic Maths Hub Mastery statement</li> <li>- Pupil books show equitable access to maths learning and rich evidence of maths understanding</li> <li>- Positive qualitative feedback from parents attending maths mornings across the year</li> <li>- Pupils make expected progress in maths according to overall HT appraisal targets</li> </ul>

# *Prioritising* Learning - [REVIEW]

**2a) Children make excellent progress as readers throughout the school. (SLT Lead is A Robinson)**

Ongoing evaluative commentary:

Changes made to plan:

**2b) Children make excellent progress as writers throughout the school. (SLT Lead is A Robinson)**

Ongoing evaluative commentary:

Changes made to plan:

**2c) Children can recall and connect key knowledge in foundation subjects. (SLT Lead is J Rielly)**

Ongoing evaluative commentary:

Changes made to plan:

**2d) All pupils are encouraged and supported to develop a deep connected and sustained understanding of the mathematics being explored. (Lead is K Garton)**

Ongoing evaluative commentary:

Changes made to plan:

# Prioritising Health

**H1: All key stakeholders overwhelmingly demonstrate valued behaviours.** (Lead is J Rielly)

## Actions:

- Implement Behaviour Curriculum fully across the year
- Roll out Home/School Agreement
- Develop half termly 'spot lights' on valued behaviours
- Empower pupil leadership groups to guide their peers on valued behaviours
- Lead 'drip feed' Therapeutic Thinking training to all staff and update external validation training for key team members
- Monitor impact of pastoral support plans and risk reduction plans in reducing detrimental behaviours
- Assess impact and adapt plan
- Develop a record of reasonable adjustments and resource allocation for children who may encounter barriers to well being

## Impact (Autumn, Spring, Summer, On-going):

- At least 90% of home school agreements are signed and returned
- Expected pupil behaviour (STAR) is evidenced through learning walks and TEP pupil surveys

**H2: All key stakeholders are thriving in relation to healthy choices, staying safe and building positive relationships.** (Lead is J Rielly)

## Actions:

- Continue to develop relational practice within lessons using 'Behaviour and Relationships' techniques from Walk Thrus
- Use coaching and 'subject development meetings' for professional development underpinned by Walk Thrus pedagogy
- Promotion of child to adult communication, including 'speak out stay safe' and 'ask it baskets'
- Launch new STAR community measure for UKS2 pupils
- Develop new main playground apparatus and all outdoor spaces

## Impact (Autumn, Spring, Summer, On-going):

- Pupils thrive in lessons as a result of excellent relational practice in lessons led by adults



# *Prioritising* Health - [REVIEW]

<b>H1: All key stakeholders overwhelmingly demonstrate valued behaviours. (Lead is J Rielly)</b>	
<b>Ongoing evaluative commentary:</b>	<b>Changes made to plan:</b>
<b>H2: All key stakeholders are thriving in relation to healthy choices, staying safe and building positive relationships. (Lead is J Rielly)</b>	
<b>Ongoing evaluative commentary:</b>	<b>Changes made to plan:</b>

# Prioritising Inclusion

**I1) All children are enabled to make progress, meeting needs and addressing gaps in knowledge.** (Lead is C Goodall)

Actions:	Impact (Autumn, Spring, Summer, On-going):
<ul style="list-style-type: none"> <li>- Use pupil progress matrices as 'ready reckoner' to highlight underperformance and raise questions, sharing anonymised versions with governors</li> <li>- Continue to support teachers and TAs to use APDR methodology alongside SMART targets</li> <li>- Use pupil progress meetings to measure impact of reasonable adjustments on the progress made by children who may encounter barriers to learning (SEND/Disadvantaged/LAC), making changes as necessary.</li> <li>- Develop a record of reasonable adjustments and resource allocation for children who may encounter barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>- New pupil progress matrices stimulate questions and actions (minuted) from teachers and governors</li> <li>- 80% of APDR targets set are met over the period of the plan (5 - 7 weeks)</li> <li>- There is clear qualitative evidence of resource allocation and impact measures for vulnerable children identified</li> </ul>

**I2) Children using The Butterfly Hub are thriving.** (Lead is C Goodall)

Actions:	Impact (Autumn, Spring, Summer, On-going):
<ul style="list-style-type: none"> <li>- Develop systems, processes and policies for The Butterfly Hub (TBH)</li> <li>- Develop and use individual learning programmes (ILPs) for children using TBH</li> <li>- Train key team members and whole school to increase awareness and expertise</li> <li>- Bid for improved resources (sensory room) from potential funders</li> <li>- Invite external validation and auditing of TBH from TADSS and EP teams</li> <li>- Assess impact in relation to individual pupils and adapt plan</li> </ul>	<ul style="list-style-type: none"> <li>- ILPs are in place to inform APDR and increase accountability to stakeholders</li> <li>- Draft policies and systems are in place for scrutiny by stakeholders</li> <li>- Positive feedback from external partners (TADSS,DC) on practice observed</li> <li>- Children meet at least 80% of ILPs</li> </ul>

# *Prioritising* Inclusion - [REVIEW]

<b>I1) All children are enabled to make progress, meeting needs and addressing gaps in knowledge. (Lead is C Goodall)</b>	
<b>Ongoing evaluative commentary:</b>	<b>Changes made to plan:</b>
<b>I2) Children using The Butterfly Hub are thriving. (Lead is C Goodall)</b>	
<b>Ongoing evaluative commentary:</b>	<b>Changes made to plan:</b>

# Prioritising Belonging

**B1: Children's attendance overall is at least 97% with less than 10% persistent absence.** (Lead is James Rielly)

Actions:	Impact (Autumn, Spring, Summer, On-going):
<ul style="list-style-type: none"> <li>- Ensure whole school policy and practice is consistent with 'Working Together to Improve Attendance' DfE guidance.</li> <li>- Continue to implement graduated approach to ensure accountability, support and challenge on individual children's attendance.</li> <li>- Work alongside LA inclusion officer to identify early interventions as necessary (Target Support Meetings)</li> <li>- Expand reach of Emotionally Based School Avoidance (EBSA) support for families and children</li> <li>- Employ EBSA Wave 2 and 3 interventions where appropriate to support and improve the attendance of relevant children</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school attendance is at least 97%</li> <li>- Persistent Absence is less than 10%</li> <li>- Children in receipt of EBSA or other interventions have improved attendance</li> </ul>

**B2: All key stakeholders are thriving because they have a strong feeling of belonging at school.** (Lead is James Rielly)

Actions:	Impact (Autumn, Spring, Summer, On-going):
<ul style="list-style-type: none"> <li>- Take part in LA pilot project to measure pupil and staff engagement over the year, using the The Engagement Platform (TEP), taking necessary actions.</li> <li>- Use SLT assemblies to promote high quality texts which promote school values, highlight fairness and equity in relation to the protected characteristics and extol British Values</li> <li>- Promote solution circles to allow colleagues to learn from one another, addressing concerns early and empowering everyone to make a difference</li> <li>- Continue to support our community calendar events</li> <li>- Promote House competitions and activities</li> <li>- Extend parent engagement events and open mornings</li> </ul>	<ul style="list-style-type: none"> <li>- TEP metrics (pupil/staff) improve across the year as a result of actions taken to improve engagement</li> <li>- Pupil voice reveals evidence of target language, attitudes and awareness of school core values</li> <li>- 'Parent View' surveys reveal good levels of trust, engagement and communication</li> </ul>

# *Prioritising* Belonging - [REVIEW]

<b>B1: Children's attendance overall is at least 97% with less than 10% persistent absence. (Lead is J Rielly)</b>	
<b>Ongoing evaluative commentary:</b>	<b>Changes made to plan:</b>
<b>B2: All key stakeholders are thriving because they have a strong feeling of belonging at school. (Lead is J Rielly)</b>	
<b>Ongoing evaluative commentary:</b>	<b>Changes made to plan:</b>