School Improvement Plan 2026–2028

Key Priority: SAFEGUARDING

Strategic priority: Strengthen the whole-school culture of safeguarding so that concerns are identified, recorded and acted upon promptly, and pupils are equipped to keep themselves safe, including online.

- Continue to provide whole-staff safeguarding training and regular updates.
- Embed consistent use of MyConcern and clear expectations for recording and reporting concerns.
- Review the online safety and online behaviours curriculum.
- Provide a parent online safety workshop and review parent e-safety information.
- Develop a more child-friendly e-safety webpage, including QR links and an accessible pupil reporting route.

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria / Impact on Learning	Monitoring Arrangements
Continue to provide whole-staff safeguarding training and regular updates.	AOC DCW	Ongoing	Yearly INSET day - overtime for support staff	All staff complete mandatory safeguarding induction/annual training. All staff demonstrate a clear understanding of current statutory guidance.	Maintain a centralised training register. Conduct yearly KCSIE quizzes suitable for staff positions within the school i.e. teaching and support staff, admin and caretaker, and governors.
Embed consistent	AOC	INSET training held	Yearly INSET day -	All reported	The DSL and DDSL

use of MyConcern and clear expectations for recording and reporting concerns.	DCW	for all support and teaching staff - Sept '26 Ongoing	overtime for support staff	concerns are logged on MyConcern in line with the school policy, using detailed, factual, and objective language.	carries out bi-weekly MyConcern audits to check logging timeliness, narrative quality, and follow-up actions taken.
Review the online safety and online behaviours curriculum.	DCW JW	Completed by August 2026	Staff Meeting time Class cover/release time for either DCW / JW	A fully mapped, age-appropriate online safety curriculum is implemented across all year groups, addressing emerging risks and online behaviours.	Hold termly Collective Worships linked to safe online behaviours. Complete pupil voice interviews to evaluate pupil comprehension. Work recorded in PSHE workbooks or on Google Classroom.
Provide a parent online safety workshop and review parent e-safety information.	AOC DCW	Parent Workshop to be completed by January '26	DCW management time to collate resources and parent presentation.	High parental engagement in the workshop (or post-event views / downloads), with post-session feedback showing	Track attendance figures, review feedback through Google forms after the event, and monitor traffic/downloads on

				improved confidence in managing home online safety.	the updated parent e-safety resources page on the school website.
Develop a more child-friendly e-safety webpage, including QR links and an accessible pupil reporting route.	AOC DCW All teaching staff	Completed by January '26	Staff meeting time Collective Worship time to make pupils aware of the page. DCW management time to alter/amend website	Page launched on the school website with accessible language, working QR code links, and a functioning reporting route that pupils know how to locate and use.	Track webpage engagement. Use a pupil focus group to test usability. Audit all incoming pupil reports immediately to MyConcern to help triage if applicable.

Key Priority: INCLUSION

Strategic priority: Embed consistently inclusive and adaptive classroom practice so that pupils with SEND, disadvantaged pupils and other vulnerable learners can access an ambitious curriculum and make strong progress.

- Embed the EEF Inclusive Teaching approach across the school.
- Strengthen teachers' ownership of provision for pupils with SEND within everyday classroom teaching.
- Provide targeted staff CPD, including ADHD awareness and effective classroom strategies.
- Implement and evaluate actions arising from the SEND KIT visit.
- Review Pupil Premium expenditure against identified barriers and intended impact.
- Use pupil case studies, book looks and learning walks to monitor provision and progress for vulnerable groups.

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
Embed the EEF Inclusive Teaching approach across the school.	AOC DCW All teaching and support staff	Summer '27	INSET training provided by the English LA advisor	EEF Five-a-Day inclusive practices (explicit instruction, cognitive strategies, scaffolding, technology, peer learning) are evident in daily planning and classroom practice across all key stages.	Conduct termly learning walks with an EEF focus using to track frequency and quality of implementation.
Strengthen teachers' ownership of provision for pupils	AOC CE All teaching staff	Ongoing	SENCo time	Class teachers independently write, review, and evaluate	SENCO conducts termly sampling of SEND profiles, and

with SEND within everyday classroom teaching.				Individual Education Plans (IEPs) take responsibility for SEND outcomes without relying solely on the SENCO.	conducts termly learning walks to monitor implementation of targets.
Provide targeted staff CPD, including ADHD awareness and effective classroom strategies.	CE AOC All classroom staff	Ongoing	SENCo time to prepare materials/training INSET/Staff meeting time for training Release / management time to allow for learning walks for CE	Relevant teaching and support staff complete ADHD training. Post-CPD evaluations show increased confidence. Learning walks evidence implementation of ADHD-friendly strategies.	Administer pre- and post-CPD confidence surveys. Include specific ADHD strategy indicators during routine classroom drop-ins.
Implement and evaluate actions arising from the SEND KIT visit.	CE AOC All classroom staff	KIT visit to be completed by Autumn term. Evaluation and feedback given during Autumn term.	SENCo time to complete KIT visit INSET/Staff meeting time for training and feedback	All priority recommendations from the SEND KIT audit report are met within agreed deadlines. Termly learning walks show	SEND KIT Action Plan maintained by SENCO/SLT with termly review meetings. Progress update

		Actions implemented over the Spring term '26.		improved quality-first teaching.	shared with the Governing Body.
Review Pupil Premium expenditure against identified barriers and intended impact.	AOC DCW CE All teaching staff	Termly reviews	SENCo / Management time Staff meeting to feedback and evaluate responses	Pupil Premium strategy identifies academic and non-academic barriers. SENCo and SLT produce reports showing measurable progress / attainment gap narrowing for disadvantaged pupils.	Carry out termly SLT finance and impact reviews, tracking academic assessment data and attendance/wellbeing metrics for Pupil Premium cohorts.
Use pupil case studies, book looks and learning walks to monitor provision and progress for vulnerable groups.	AOC DCW CE	Termly reviews	SENCo / Management time Staff meeting to feedback and evaluate responses	Clear evidence of accelerated progress, high work presentation standards, and active participation for vulnerable pupils.	Monitoring cycle completed that involves 6–8 deep-dive pupil case studies, involving a structured book scrutiny against non-vulnerable peers, and targeted learning walks.

Key Priority: CURRICULUM AND TEACHING (Strategic Priority 1)

Strategic priority 1: Refine the curriculum in response to changing mixed-age class structures, ensuring that learning remains ambitious, coherent, well sequenced and appropriately challenging for all pupils.

- Review yearly subject overviews and progression as class groupings change.
- Review mixed-age mathematics planning and agree the most appropriate curriculum scheme and structure.
- Strengthen mathematical challenge and clarify the role of TTRockstars within fluency provision.
- Review the computing curriculum and progression of coding skills, including opportunities such as Bebras.
- Use subject-leader monitoring to check progression, sequencing, coverage and challenge.
- Embed spirituality across the curriculum.

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
Review yearly subject overviews and progression as class groupings change.	AOC DCW All teaching staff	Completed during each Autumn term.	Management / release time	Fully updated, subject overviews and progression maps are in place that adapt to changing class structures without compromising learning sequence or duplicating content.	Subject leads carry out audits and ensure that overviews are progressive, minimising overlap in content and flexible against changing class structures.
Review mixed-age mathematics	DCW	Review completed by Summer ‘26 in	LA advisor visit time.	White Rose and Maths Mastery	Math lead conducts termly plan sampling

planning and agree the most appropriate curriculum scheme and structure.		order to agree a model for the following academic year.	Management / release time	selected and implemented across appropriate year groups, providing distinct progression pathways for all classes. Year group curriculums are discretely taught even within mixed-age classes.	and book scrutiny to ensure dual-year coverage and prevent gaps or unnecessary repetition.
Strengthen mathematical challenge and clarify the role of TTRockstars within fluency provision.	DCW All teaching staff	Autumn '26 for implementation of TT Rockstars	CW time to raise awareness and profile of times tables and TT Rockstars Staff meeting time for training LA advisor visit time. DCW management time.	Daily lessons feature consistent higher-order reasoning and problem-solving tasks. TT Rockstars is integrated with explicit weekly usage expectations to support multiplication recall in KS2.	Maths lead evaluates reasoning task depth during termly learning walks and work scrutiny. All teaching staff to evidence good examples of reasoning and problem solving in a set proforma provided by maths lead, Math lead reviews

					TT Rockstars dashboard analytics bi-weekly and celebrates results in CW to increase the profile of TT Rockstars.
Review the computing curriculum and progression of coding skills, including opportunities such as Bebras.	DCW Reception and KS1 Teaching Staff	KS2 Pupils to have completed coding challenge by Autumn Term '26 Coding skills / lessons to be explicitly planned for in subject overview by Summer '26	DCW management time Staff meeting time for training and feedback	A progressive, sequential computing curriculum is fully mapped—ensuring explicit coding skill progression across year groups. KS2 pupils participate in computational thinking challenges such as Bebras.	Computing lead reviews pupil digital portfolios termly, conducts pupil voice interviews, and tracks performance data from computational competitions.
Use subject-leader monitoring to check progression, sequencing, coverage and challenge.	AOC DCW All teaching staff	Termly carousel of time for staff to complete class swaps at the end of the day to gain information about their subject.	Management / release time	Subject leaders monitor progress on subject action plans, reviewing termly. Subject leads also monitor curriculum	SLT monitor subject action plans and updates on a termly basis. Time allocated to the subject leads to

				coverage, and support implementation of appropriate academic challenge in their subjects.	update their action plans.
Embed spirituality across the curriculum.	AOC All teaching staff	Summer term ‘26	Management time	A shared, age-appropriate definition of spirituality is understood by staff, with explicit "spiritual moments" and reflective prompts planned and delivered across all subject areas.	Curriculum lead conducts termly spiritual learning walks, reviews curriculum planning for planned reflection opportunities, and holds pupil focus groups.

Key Priority: CURRICULUM AND TEACHING (Strategic Priority 2)

Strategic priority 2: Strengthen consistently high-quality teaching of foundational knowledge and communication, with particular emphasis on reading, spelling, handwriting, mathematics and oracy.

- Embed the agreed spelling provision consistently across classes.
- Review handwriting provision against Strong Foundations expectations and consider whether PenPals remains the most appropriate scheme.
- Strengthen reading assessment and progression once pupils have completed phonics, including review of colour-band/book-box assessment.
- Embed a whole-school oracy strategy so pupils articulate ideas clearly, use rich vocabulary, listen attentively and engage respectfully with different viewpoints.
- Provide curriculum-specific staff CPD and use external advisers strategically, with impact recorded through subject-leader plans.

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
Embed the agreed spelling provision consistently across classes.	AOC MR All teaching staff	Spring '27	MR release time Staff meeting time for training and feedback	Daily, structured spelling sessions following the agreed school approach are delivered consistently across all classes, resulting in improved spelling accuracy in independent writing.	English lead conducts half-termly spelling book scrutiny, reviews termly diagnostic spelling assessments, and monitors lesson delivery during routine learning walks.

Review handwriting provision against Strong Foundations expectations and consider whether PenPals remains the most appropriate scheme.	AOC MR All teaching staff	Spring '27	Staff meeting time x 2 to review and update relevant policies	A comprehensive review is completed evaluating PenPals against *Strong Foundations* guidance, leading to a clear, agreed handwriting policy and improved presentation standards across all books.	English lead performs a termly cross-subject book look focused on handwriting/presentation standards and presents a scheme review report to SLT.
Strengthen reading assessment and progression once pupils have completed phonics, including review of colour-band/book box assessment.	AOC MR DCW AS	Spring '27	Staff meeting time	A robust post-phonics reading assessment system (tracking fluency, vocabulary, and comprehension) is implemented, with updated colour-band/book-box allocation ensuring accurate text matching. New pre-free reader band allocated and available in appropriate classes.	English lead conducts termly reading record audits, analyses standardised reading comprehension data.

Embed a whole-school oracy strategy so pupils articulate ideas clearly, use rich vocabulary, listen attentively and engage respectfully with different viewpoints.	AOC DCW MR All teaching staff	Summer '27	Staff meeting time Management / release time	School have an agreed 'oracy framework' and policy outlining expectations of staff and pupils. The new agreed oracy framework is embedded in daily practice, with pupils consistently using sentence stems, rich vocabulary, and respectful language.	Conduct termly oracy-focused learning walks, gather video/audio samples of classroom discussions, peer mediations and host pupil voice panels to assess speaking and listening confidence.
Provide curriculum-specific staff CPD and use external advisers strategically, with impact recorded through subject-leader plans.	AOC DCW All teaching staff	On-going as required	Staff meeting time Management / release time to update	Targeted curriculum CPD and external advisor support are delivered, with subject leaders explicitly documenting the resulting pedagogical impact and pupil outcomes in their subject action plans.	SLT conducts termly subject-leader review meetings to evaluate updated action plans and triangulate advisor recommendations against classroom practice.

Key Priority: ACHIEVEMENT

Strategic priority: Sharpen the use of assessment and monitoring so that leaders identify gaps and barriers early, respond effectively and secure strong achievement for all pupils, particularly vulnerable groups.

- Use Juniper proportionately to support monitoring of foundation subjects.
- Strengthen post-phonics reading assessment and progression.
- Monitor vulnerable groups through book looks, learning walks and pupil case sampling.
- Provide curriculum leaders with protected opportunities to monitor their subjects through book looks, pupil discussions and lesson visits.
- Use assessment and monitoring information to adapt teaching and intervention promptly.

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
Use Juniper proportionately to support monitoring of foundation subjects.	AOC DCW All teaching staff	Updated termly	Staff meeting time to update assessments	Teacher consistently use Juniper to monitor foundation subject progress on a termly basis, giving subject leaders a clear picture of pupil attainment and curriculum coverage.	Curriculum lead conducts termly Juniper data audits to check completion rates and verify that logged assessments accurately reflect classroom learning standards.
Strengthen post-phonics reading assessment	AOC DCW AS	Summer ‘27	Staff meeting time Release time for AS	A clear diagnostic assessment tool for post-phonics	Phonics lead conducts termly reading assessment

and progression.				readers tracks fluency, vocabulary, and comprehension, ensuring seamless progression through reading bands and timely challenge.	reviews, analyses comprehension progress data alongside class teachers, and audits book-band allocation.
Monitor vulnerable groups through book looks, learning walks and pupil case sampling.	AOC DCW CE All teaching staff	Summer '27	SENCo time to review timetable and impact of classroom interventions	Disadvantaged and vulnerable pupils receive targeted classroom support and interventions that lead to accelerated progress and work presentation equal to their peers.	SLT and SENCo carry out a structured termly monitoring cycle involving deep-dive case studies of 6–8 vulnerable pupils, book scrutiny, and focused classroom visits.
Provide curriculum leaders with protected opportunities to monitor their subjects through book looks, pupil discussions and lesson visits.	All teaching staff	Termly	Release time for individual staff (one morning/afternoon per academic year or routine part of staff meeting time) Staff meeting time to review findings	Subject leaders to complete structured monitoring cycles (book looks, pupil voice, lesson drop-ins) and produce actionable subject evaluations evidenced on their subject action plans.	SLT maintains a master leadership release timetable and holds termly review meetings to discuss findings and track action plan progress.

Use assessment and monitoring information to adapt teaching and intervention promptly.	AOC DCW CE All teaching staff	Ongoing	SENCo time to review timetable and impact of classroom interventions Release time for pupil-progress meetings	Assessment insights directly inform agile adjustments to classroom planning and rapid intervention setup, preventing gaps in learning from widening.	Hold termly pupil progress meetings between class teachers and SLT to review intervention entry/exit criteria and verify adaptive planning in medium-term overviews.

Key Priority: ATTENDANCE AND BEHAVIOUR

Strategic priority: Secure a consistently calm, respectful and purposeful school culture through high expectations for attendance, behaviour, routines, relationships and communication.

- Review and explicitly teach expectations for movement around school, lining up and shared spaces.
- Use PSHE at the start of each term to reinforce behaviour, relationships and routines.
- Develop a simple whole-school communication code for speaking, listening and respectful disagreement.
- Ensure behaviour concerns are recorded consistently and appropriately on MyConcern.
- Monitor attendance and persistent absence closely, with particular attention to vulnerable groups and early intervention where concerns emerge.

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
Review and explicitly teach expectations for movement around school, lining up and shared spaces.	AOC DCW All staff and governors	Reviewed by Spring '27 Ongoing	Staff meeting time to review expectations Reviewed at FGB	Standardised routines for lining up, corridors, and communal areas (e.g., hall, playground) are clearly defined, explicitly taught at term start, and followed consistently by all year groups.	SLT conducts daily informal drop-ins during transition times and lining-up periods, alongside bi-weekly behaviour walks across shared school spaces.

Use PSHE at the start of each term to reinforce behaviour, relationships and routines.	AOC JW All teaching staff	Ongoing	Staff meeting / release time for JW to implement new changes to PSHE curriculum and align with school values.	Every class delivers dedicated PSHE/routine-setting units during the first week of each term, resulting in pupils articulating school values, boundary expectations, and positive relationship norms.	PSHE lead reviews termly launch planning across year groups and holds pupil voice panels mid-term to assess understanding of behaviour and relationship expectations.
Develop a simple whole-school communication code for speaking, listening and respectful disagreement.	AOC DCW MR All teaching staff	Summer '27	Staff meeting time Management / release time	A clear, age-appropriate communication code (e.g., active listening cues, respectful sentence stems) is published, displayed in every classroom, and actively used by pupils during discussions.	Subject leaders and SLT assess pupil adherence to the communication code during termly oracy and classroom learning walks, noting peer-to-peer interaction standards.
Ensure behaviour concerns are recorded consistently and appropriately on	AOC DCW All staff and governors	MyConcern already implement Autumn'26 Ongoing	Reports on use of MyConcern and trends fed back at governors meeting	All staff record behaviour incidents and pastoral concerns on MyConcern	DSL and Pastoral Lead carry out bi-weekly MyConcern logging audits to check

MyConcern.				promptly using objective, factual language, following established threshold guidelines.	categorisation, recording accuracy, timeliness, and follow-up actions.
Monitor attendance and persistent absence closely, with particular attention to vulnerable groups and early intervention where concerns emerge.	AOC DCW CS CE Governors	Ongoing	Staff meeting time to review expectations Reviewed at FGB	Overall attendance improves, persistent absence rates decrease across targeted vulnerable cohorts, and early support plans are triggered immediately when attendance drops below threshold.	AOC and CS to monitor attendance through BromCom. SENCo to track vulnerable group metrics termly in line with attendance.

Key Priority: PERSONAL DEVELOPMENT AND WELLBEING

Strategic priority: Develop a coherent programme of personal development that enables pupils to flourish socially, emotionally, spiritually and physically and gives them a meaningful voice in the life of the school.

- Embed the updated PSHE curriculum.
- Gather and respond to pupil voice about wellbeing and school life, including through Google Forms where appropriate.
- Explore development of an on-site Forest School/outdoor learning space.
- Review opportunities for pupil leadership, responsibility, enrichment and spiritual development.
- Ensure enrichment and personal development opportunities are accessible to disadvantaged and vulnerable pupils.
- To explore issues of justice and responsibility beyond individual motivations, enabling pupils to take collective responsibility and become advocates for change.
- Continue to prioritise the Mental health and well-being of staff and pupils.

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
Embed the updated PSHE curriculum.	AOC JW All teaching staff	Spring '27	Staff meeting / release time for JW to implement new changes to PSHE curriculum and align with school values.	The updated PSHE curriculum map is fully implemented across all key stages, with age-appropriate coverage of statutory RSE, health, and economic education evident in weekly planning.	PSHE lead conducts termly book looks, learning walks, and curriculum coverage audits against statutory guidance.

Gather and respond to pupil voice about wellbeing and school life, including through Google Forms where appropriate.	DCW CE All teaching Staff	Ongoing	Management and SENCo time to create and analyse Google Forms through the School Council.	Pupils regularly complete accessible wellbeing surveys (e.g., via Google Forms), and school leaders produce clear action points directly reflecting pupil feedback and concerns.	Mental Health Lead analyses survey data, publishes and reviews progress during termly School Council meetings.
Explore development of an on-site Forest School/outdoor learning space.	AOC GS	Autumn ‘28	Meeting time to gather quotes and review outdoor space	A feasibility study, risk assessment, and site development plan are completed, resulting in an established outdoor learning area with timetabled sessions integrated into the curriculum.	Premises/Curriculum lead tracks project milestones against the development timeline and conducts termly health and safety and usage audits once active.
Review opportunities for pupil leadership, responsibility, enrichment and spiritual development.	AOC DCW MR All teaching staff	Summer ‘27	Staff meeting time	A refreshed pupil leadership framework (e.g., House Captains, Ambassadors, Play Leaders) and enrichment map are launched, increasing	Ethos/Enrichment lead conducts bi-termly reviews of pupil leadership logbooks, monitors participation registers, and holds termly pupil focus

				pupil participation and providing clear avenues for spiritual reflection.	groups.
Ensure enrichment and personal development opportunities are accessible to disadvantaged and vulnerable pupils.	AOC DCW CE All teaching and support staff	Summer '28	Staff meeting time Management time	100% of disadvantaged and vulnerable pupils participate in at least one extracurricular club, leadership role, or enrichment activity, with barriers to access (e.g., cost, transport) removed.	SLT track club/trip attendance data on a termly matrix, triggering targeted outreach for non-participating pupils.
To explore issues of justice and responsibility beyond individual motivations, enabling pupils to take collective responsibility and become advocates for change.	AOC All teaching staff	Summer '28	Management time CW time and pupil voice meetings	Pupils actively participate in social justice and environmental projects, demonstrating an understanding of systemic issues and leading school-wide advocacy campaigns for local or global change.	AOC conducts termly reviews of pupil-led campaign outcomes, work displays, and CCW journals.

Continue to prioritise the Mental health and well-being of staff and pupils.	AOC DCW CE All teaching and support staff (in regards to pupils)	Ongoing	SENCo and management time to monitor MyConcern MyConcern tracked on a weekly basis by DCW and AOC	Wellbeing frameworks (e.g., staff workload reduction measures, pupil mental health support interventions) are active, resulting in positive staff survey feedback and timely pupil triage.	SLT monitors staff absence and survey data termly, while the Mental Health Lead conducts audits of pastoral support via MyConcern.

Key Priority: EARLY YEARS

Strategic priority: Secure strong foundations through a high-quality Early Years curriculum, effective teaching and well-planned transition into the National Curriculum.

- Review provision against Strong Foundations expectations.
- Ensure strong progression in communication and language, early reading, mathematics and physical development.
- Review transition from Reception into Year 1 so that learning builds securely on children's Early Years knowledge and development.

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
Review provision against Strong Foundations expectations.	AOC AS All teaching staff	Spring '27	Staff meeting time to review and update relevant policies Release / directed time for AS	EYFS indoor and outdoor environments, adult-led interactions, and continuous provision fully align with *Strong Foundations* guidance, fostering high levels of pupil engagement and independence.	EYFS lead conducts monthly environment audits, learning walks, and uses the *Strong Foundations* self-evaluation tool to benchmark practice against national standards.
Ensure strong progression in communication and	AOC AS	Ongoing on termly basis	Release / directed time for AS	Clear, sequential progression maps are embedded	EYFS lead conducts termly assessment moderation

language, early reading, mathematics and physical development.				across the prime and key specific areas, resulting in a high percentage of children reaching Good Level of Development (GLD) milestones in these core areas. These to be inline or above national.	meetings and tracks individual pupil progress using baseline and termly milestone data.
Review transition from Reception into Year 1 so that learning builds securely on children's Early Years knowledge and development.	AOC AS	Ongoing on termly basis	Release / directed time for AS	A joined-up transition framework is implemented where Year 1 planning initially mirrors EYFS continuous provision and gradually transitions to formal learning, ensuring no dip in secure early knowledge or pupil wellbeing.	EYFS and Key Stage 1 leads hold joint termly pupil progress reviews, conduct combined Year 1 autumn term learning walks, and sample Year 1 books to verify secure build-on from Reception baselines.

Key Priority: LEADERSHIP AND GOVERNANCE (Strategic Priority 1)

Strategic priority 1: Strengthen leaders' and governors' use of evidence, monitoring and external expertise so that improvement priorities are sharply identified, implemented and evaluated for impact.

- Sharpen subject-leader action planning and monitoring.
- Ensure external adviser support has clear intended outcomes and follow-up actions.
- Strengthen governor monitoring of School Improvement Plan priorities.
- Maintain systematic oversight of vulnerable pupils and the impact of provision.
- Use curriculum case studies and monitoring evidence to evaluate impact rather than activity alone.
- Evaluate school performance against local and national data points.

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
Sharpen subject-leader action planning and monitoring.	AOC DCW All subject leads Governors	Ongoing - termly review	Governors meet with subject leads and review targets on plan Release / directed time for subject leads Management time to review subject leader plans	Subject leaders produce concise, data-informed action plans with explicit, measurable milestones, executing structured monitoring cycles that directly drive improvement in teaching and learning.	SLT conducts termly action plan reviews with each subject leader, evaluating monitoring action plans, work scrutiny findings, and progress against target metrics.

Ensure external adviser support has clear intended outcomes and follow-up actions.	AOC DCW English and maths leads Governors	Ongoing - termly review	Governors meet with English and maths leads and review targets on plan Release / directed time for subject leads Management time to review subject leader plans	Every external advisory visit is commissioned with defined target outcomes, generating a structured report with actionable recommendations that are assigned to leads and implemented within agreed timeframes.	SLT maintains a central External Adviser Action Tracker, reviewing implementation progress monthly and reporting impact directly to the Governing Body.
Strengthen governor monitoring of School Improvement Plan priorities.	AOC DCW Governors	Ongoing - termly review during FGB	Directed time for staff to complete monitoring visits with governors	Governors conduct regular, focused monitoring visits aligned directly to SIP priorities, asking robust challenge questions and producing detailed visit reports that validate school self-evaluation.	The Governing Body agrees on an annual visit timetable mapped to the SIP, reviewing visit reports at termly full governing body (FGB) and committee meetings.
Maintain systematic oversight of vulnerable pupils and the impact of	AOC DCW CE Governors	Summer'27 Termly review	Management / SENCo time AOC meeting time	A centralised, live tracking framework provides real-time visibility over	SLT and SENCO hold termly vulnerable pupil panel meetings to review

provision.			with governors Feedback to FGB	academic progress, attendance, behaviour, and intervention efficacy for all vulnerable pupils.	intervention entry/exit criteria, attendance trends, and progress data.
Use curriculum case studies and monitoring evidence to evaluate impact rather than activity alone.	AOC DCW CE Governors	Summer '27 Yearly case study review	Management / SENCo time AOC meeting time with governors Feedback to FGB	Subject leaders and SLT evaluate school improvement initiatives using triangulated impact evidence (pupil work progression, articulate pupil voice, assessment outcomes) rather than tracking completed tasks alone.	Establish a termly case study review cycle where subject leaders present multi-source impact portfolios to SLT to justify action plan evaluations.
Evaluate school performance against local and national data points.	AOC DCW Governors	Termly update of the SEF	Management time Governor meetings	School assessment data (statutory assessments, phonics, GLD, progress measures) is rigorously benchmarked against local authority and	SLT and governors perform termly data reviews following key assessment windows, updating self-evaluation (SEF) judgments accordingly.

				national averages to identify gaps and raise expectations.	

Key Priority: LEADERSHIP AND GOVERNANCE (Strategic Priority 2)

Strategic priority 2: Secure the school's long-term organisational, financial and operational sustainability through effective governance, compliance, resource management and strategic planning.

- Further develop a strategic approach to pupil numbers and school marketing.
- Identify sustainable budget savings while protecting the quality of educational provision.
- Progress key capital priorities, including the swimming pool and oil tanks/oil pipe refurbishment.
- Ensure compliance with current cyber-security expectations and strengthen data governance and information housekeeping.
- Ensure Subject Access Requests and other statutory information-governance requirements are managed efficiently and within required timescales.

Actions	**Who is responsible?**	**Timescale**	**Resources/Cost**	**Success Criteria/Impact on Learning**	**Monitoring Arrangements**
Further develop a strategic approach to pupil numbers and school marketing.	AOC DCW AS All teaching staff	Ongoing New parent booklet - Autumn '26 New joiners information leaflet - Autumn '26 Action Plan - Spring '27 to be inline with budget strategy to tackle deficit	Management time Governor meeting time	Development of mini prospectus for an open day. Updated parent information booklet for new joiners. Clear action plan developed to market the school. Website updated	SLT and Governors review quarterly intake forecasts, track website/social media engagement metrics, and termly admissions conversion rates.

				and current. Introduction of Instagram to market the school more widely other than Facebook.	
Identify sustainable budget savings while protecting the quality of educational provision.	AOC DCW RF FInance committee	Spring '27 for plan to be written	Management time Governor meeting time	A multi-year financial sustainability plan is implemented that realises agreed cost savings without negatively impacting staffing ratios or pupil learning resources where possible.	School Business Manager (SBM) and Finance Committee conduct monthly budget variance reviews and benchmark expenditure against DfE Integrated Financial Curriculum Planning (IFCP) tools.
Progress key capital priorities, including the swimming pool and oil tanks/oil pipe refurbishment.	AOC RF KC FInance committee	Autumn '26 - oil tank refurbishment Spring '27 - oil tank access completed Spring '27 - swimming assessed and reconditioned	Management time Governor meeting time	Procurement, funding bids (e.g., CIF), and capital works for the swimming pool and oil tank/pipe refurbishment are executed on schedule, within budget, and in full	Site Committee hold contractor progress meetings, track site health and safety compliance logs, and conduct site inspections at key project milestones.

				compliance with health and safety standards.	
Ensure compliance with current cyber-security expectations and strengthen data governance and information housekeeping.	DCW Governors	Cyber security policy written Autumn '26 Ongoing for termly security audit	DCW management time FGB meetings	School meets baseline cyber-security standards New cyber security policy written staff complete mandatory data protection training, Termly audit of cyber-security threats	IT Lead and Data Protection Officer (DPO) conduct termly cyber-security threat audits, maintain a central data asset log, and run annual penetration/backup restoration tests.
Ensure Subject Access Requests and other statutory information-governance requirements are managed efficiently and within required timescales.	AOC DCW Governors		Management time FGB meetings	100% of Subject Access Requests (SARs), Freedom of Information (FOI) requests, and statutory data protection queries are processed accurately, securely, and within statutory	DPO maintains a central Information Request Log, reporting compliance timescales, redaction audits, and risk assessments directly to SLT and Governors termly.

				deadlines (e.g., one calendar month for SARs). School has in place a clear SARs set of procedures. Secure folder/drive and logs created	