



School Improvement and Development Plan 2025-2026



Overview

<u>Priority</u>	<u>Success Criteria</u>	<u>Actions</u>
<p>Priority 1</p> <p>Continue to prepare for an upcoming SIAMS inspection.</p>	<ul style="list-style-type: none">• School vision is embedded and well known by all stakeholders and is a living reality in school.• Continue to develop and enrich the quality of RE curriculum through the use of Understanding Christianity resources and well planned RE days.• SEF and SEF Summary documents reviewed and updated regularly.• Shared language of Spirituality embedded across the school and with all stakeholders.• Ongoing efforts to strengthen and align the strong relationship between the school and the church through ongoing dialogue between church service leaders and school.• Opportunities enabled to gather stakeholder voice.• Actively providing opportunities to celebrate, promote, and share personal beliefs and experiences.	<ul style="list-style-type: none">★ Review RE planning, plan units collectively and begin to deliver these to ensure high quality RE is delivered across the school.★ Staff to continue to access training to upskill RE subject knowledge.★ Regularly revisit and promote whole school vision and ensure that this is known by all stakeholders and a lived reality in school.★ Embed the consistent and shared language of Spirituality across the school.★ Embed visual representation of our school values and the children's response to collective worship.★ Continue to enhance the rolling programme of RE Enrichment Days, taking into account the ratio of Christianity and other world religions.★ School to continue be part of the planning for Friday Church and to work together to strengthen the relationship through participation in events.★ Regularly review the SEF document and update as appropriate.★ Use the detailed SEF to produce a SEF summary.★ Engage with Ely Diocese SIAMS Advisor and EDRA to ensure the school is ready for the upcoming inspection.



<p>Priority 2</p> <p>To use the Strong Foundations and updated Writing Framework to improve outcomes in writing across the school.</p>	<ul style="list-style-type: none"> • Teachers are planning according to the new framework and Strong Foundations document. • Children have greater opportunities to access writing activities for a variety of purpose and audiences and across the curriculum. • Celebrate writing within classrooms, class dojo and the wider school environment. • Children will have a greater understanding of the reasons for writing. • Consistent approach to writing planning, teaching, recording and assessment is seen across the school. • Writing outcomes, both progress and attainment improve in all year groups against previous outcomes. • Identify and addressing potential barriers for vulnerable groups. • Children will demonstrate a greater stamina for writing when using a more comfortable handwriting style. • Observable consistency of letter formation across the school. 	<ul style="list-style-type: none"> ★ EYFS will continue to deliver Little Wandle daily phonics lessons. ★ Year 2 will continue to deliver Little Wandle spelling lessons daily. ★ English lead to attend training around Strong Foundations and new writing framework and share with all staff through teacher and TA meetings. ★ SLT to monitor planning to ensure the philosophy and approach to teaching writing is consistently being used across year groups. ★ Classrooms will display examples of writing across all levels and abilities, and celebrate small steps at individual level. ★ Moderation takes place both in school and within cluster to ensure consistency in judgements. ★ Tracking progress of vulnerable groups across their time in the school. ★ Embed new handwriting scheme and observe consistent letter formation within learning walks, planned observations and work scrutiny.
<p>Priority 3</p> <p>To continue to embed the maths mastery approach with a particular focus on planning, resources and vocabulary.</p>	<ul style="list-style-type: none"> • All classes continue to work through the NCETM mastering number resources and sessions building on successes of the past three years. • Maths leader actively involved in Maths Hub work group sessions and disseminating back to staff team across school to impact practise. • Consistent approach to maths planning, teaching, recording and assessment is seen across the school. • Bespoke maths curriculum developed and in place across all year groups. • Opportunities enabled for pupil voice. • Profile of maths mastery shared with parents and governors. • Moderation takes place both in school and within cluster to ensure consistency in judgements. 	<ul style="list-style-type: none"> ★ All classes deliver NCETM Mastering Number as part of maths curriculum offer. ★ All classes deliver maths sessions using NCETM Curriculum Prioritisation materials ★ Maths leader to attend the Maths Hub work group sessions and share resources and key messages with all teaching staff. ★ Moderation takes place across school to ensure consistency in judgements. ★ Maths lead meets with groups of children across all year groups to gather pupil voice. ★ Maths lead participating in Early years maths focus group – looking at maths in the outdoor area.



		<ul style="list-style-type: none"> ★ Maths lead to meet with maths link governor and feedback at curriculum and data meetings.
<p>Priority 4</p> <p>To develop plans and promote sustainability within school</p>	<ul style="list-style-type: none"> • All staff and stakeholders are aware of and make choices in line with sustainability and net zero plans. • Sustainability policy and action plan in place. • Events have taken place to promote climate issues and sustainability. • Active travel has been encouraged and promoted. • Outside areas reviewed and possibly developed with a sustainability focus. 	<ul style="list-style-type: none"> ★ Write a sustainability action plan. ★ Write and publish a sustainability policy. ★ Promote sustainability through staff training, regular reviews in governors, through the curriculum and in one off events. ★ Promote active travel to school. ★ Ensure that sustainability is a focus when making any changes or planning events.
<p>Priority 5</p> <p>To review our practices and environment with a focus on inclusion to ensure all children achieve, belong and thrive</p>	<ul style="list-style-type: none"> • All staff are aware of all vulnerable groups and know the children/groups needs and barriers. • Inside and outside environment reviewed and adapted with a focus on inclusion for all. • Vulnerable groups tracked carefully to ensure high quality, inclusive provision allows them to achieve, belong and thrive. • Good inclusive practice is celebrated and shared with all stakeholders and evident across the school. 	<ul style="list-style-type: none"> ★ Review vulnerable groups and update register as appropriate. ★ Review different areas of school to ensure that they are inclusive to all groups. ★ Track vulnerable groups in pupil progress and identify barriers to learning and look for possible solutions. ★ Plan regular times in staff meetings to put a spotlight on different vulnerable groups and share strategies and ideas for supporting them. ★ Continue to update personal plans and provision maps (as appropriate) ensuring targets directly link to primary need or barrier to learning.
<p>Priority 6</p> <p>To review practices to ensure that we meet new expectations within the statutory EYFS framework</p>	<ul style="list-style-type: none"> • High number of staff hold current paediatric first aid qualification. • Action plan and risk benefit assessment in place to cover safer eating and first aid requirements. • Action plan and risk benefit assessment in place to cover intimate care requirements. • To monitor absences of children in EYFS 	<ul style="list-style-type: none"> ★ Book and facilitate as many staff as possible to access first aid training. ★ Write action plan and risk benefit assessment regarding safer eating requirements. ★ Review eating environments to ensure we are meeting requirements at all times. ★ Review and update intimate care procedures and policies to ensure we meet new guidelines.

