



School Improvement Plan Overview 2025-27

Safeguarding

Strengthen pupil voice ensuring that their opinions on feeling safe in school have a clear, regular forum.

Increase the depth of knowledge in safer recruitment.

Personal Development and Wellbeing

Continue to improve the support offered to pupils to support their mental health.

Embed the new PSHE curriculum.

Review and rewrite the online safety curriculum.

Monitor the standard and provision of the catering service.

Relaunch the School Parliament.

Produce a written document of the Personal Development curriculum.

Start an Eco Committee.

Implement the Junior Duke award scheme in Y5 and Y6.

Inclusion

Undertake the Whole Education MAT SEND School Improvement programme.

Access SEND training for staff.

Implement a tracking system for children on SEND register.

Process for Pupil Progress Meetings reviewed.

SENDCo attends snapshot of 4+1 meetings each term.

To increase staff knowledge in Specific Learning Difficulties.

Curriculum and Teaching

Develop the music curriculum ensuring full coverage of the NC and progression of skills.

Rewrite the English curriculum taking into account the recommendations in 'Strong Foundations' and 'The Writing Framework'

Continue to develop the DT curriculum.

Subject leaders monitor teaching and learning and understand how it fits into the intent, implementation and impact of the curriculum.

Embed the Flashback 4 across curriculum subjects.

Achievement

Implement a new assessment system.

Attendance and Behaviour

Further improve attendance figures and reduce PA

Leadership and Governance

Introduce the appropriate use of AI to reduce workload.

Early Years

Rewrite the English curriculum taking into account the recommendations in 'Strong Foundations' and 'The Writing Framework'

Embed the Storytime Maths approach into Nursery.

Explore the use of Think Equal resources in Nursery.

To establish and embed regular 'Stay and Play' sessions in Early Years.

Increase the number of Paediatric FA staff.