SCHOOL IMPROVEMENT 26-27

Connect Alliance Trust
Excellence - Collaboration - Respect



INCLUSION

To ensure there is high quality, evidence-based inclusive pedagogy implemented consistently across school.

- All staff demonstrate and model unconditional positive regard, leading to relational, calm classroom management.
- Learning environments are predictable and organised, and designed to reduce cognitive load.
- Scaffolds and resources are universally available to meet the individual needs of pupils.



WRITING

To deepen the consistency and impact of the school's writing approach across all pupil groups, particularly disadv and SEND.

- Refine transcription skills (handwriting and spelling).
- Embed a structured process for revising and redrafting, driven by consistent approaches.
- Develop consistency in assessing greater depth writing in all year groups.



CURRICULUM

To review and refine our existing curriculum to build strong learning foundations.

- Explicitly identify non-negotiable foundational knowledge and skills at each stage.
- Develop strategies to identify any gaps in foundational knowledge, and execute rapid, targeted plans to ensure no pupil falls behind.
- Ensure end points function as assessment benchmarks that enable teachers to make accurate, consistent, age-related judgements



ENRICHMENT

To implement the Enrichment Framework.

- Audit and expand the school's provision across the 5 core themes to guarantee equitable access for all pupils, particularly vulnerable, SEND, and disadvantaged groups.
- Enhance pupils' Personal Development, Resilience, and Wellbeing through a Structured Forest School Curriculum embedded within the Enrichment Framework



ATTENDANCE AND BEHAVIOUR

To sustain a highly responsive, tailored approach to attendance and behaviour across the school.

- Ensure that timely adaptations, reasonable adjustments, and targeted interventions are in place for pupils requiring intensive support
- Ensure there is a demonstrable, tracked impact on reducing low-level disruption, including during unstructured times.
- Ensure there is a demonstrable, tracked impact on reducing persistent absence.

Inclusion

To ensure there is high quality, evidence-based inclusive pedagogy implemented consistently across school.

Inclusion Strategy

To develop a Trust and school Inclusion Strategy in line with National Inclusion Standards, incorporating the use of the mainstream inclusion funding.

- Develop Trust/School Inclusion strategy/Inclusion charter detailing specific processes and systems linked to Inclusion
- CAT Trust Inclusion Improvement Group
- Seek pupil voice to feed in to Inclusion strategy
- Ensure QFT, adaptations and evidence based interventions are delivered and impact tracked across school

Environments

Audit and maintain learning environments that are predictable, calm, organised and support a reduction in cognitive load.

- Enabling environments input/checklist for clarity around expectations in environments across school
- Environment learning walks
- Ensure consistent school wide approaches and systems anre evident and used in everyday practice
- Develop regulation passes and zones as an adaptation for pupils

Universal Design for Learning

Scaffolds and resources are universally available to meet the needs of all pupils across all areas of the curriculum.

- Inclusion on a page identifies universal support and scaffolds available for all children across all areas of need
- Practices and approach reflect understanding of cognitive load theory
- All learning walks have a core focus on Inclusion to identify any gaps in provision/approaches

SEND Reform Readiness

Review school SEND systems in alignment with the National Inclusion Standards.

- Begin to transition internal SEND documents and/or processes in line with SEND reform.
- Establish or develop links with Experts at Hand and multi disciplinary teams

Writing

To deepen the consistency and impact of the school's writing approach across all pupil groups, particularly disadvantaged and SEND groups.

Handwriting

Ensure consistency in use of Letter Join and other handwriting approaches (grip, posture) to support fluency in writing to free up working memory.

- Explicit handwriting practice x 3 weekly in all classrooms
- Adaptations for individuals
- EY and KS1 focus
- Explore writing materials and use of pens
- Across the curriculum

Spelling

Review and research systematic approaches to spelling, particularly for KS2 pupils to support fluency in writing to free up working memory.

- Review current approach to teaching of spelling across school
- Research available alternative approaches/schemes including across Trust
- Develop implementation plan

Revising and Redrafting

Develop a consistent, whole school progressive approach to the explicit teaching of the revising and editing stages of the writing process.

- Audit current practice linked to revising and editing in writing lessons/approaches
- Research evidence based approaches and best practice
- Staff CPD and refinement of current approaches to develop a consistent approach

Greater Depth Writing

To establish clear and consistent Greater Depth criteria for writing in each year group to support accurate assessment in writing at GD level.

- Share Trust GD criteria/writing assessment approaches
- Research GD assessment approaches
- GD lens through moderation
- Staff inset/collaboration to develop GD criteria using research/evidence base/pupil examples

Curriculum

To review and refine our existing curriculum to build strong learning foundations.

Strong Foundations in EYs and KS1

To explicitly identify non negotiable foundational skills and knowledge at each stage across all subjects in the curriculum.

- Subject leads review unit plans
- Subject leads identify non-negotiable foundational skills and/or knowledge for each year group in their subject
- Meet with year group teachers
- Cross reference to NC
- Check unit plans do not overcomplicate the teaching of foundational knowledge and skills
- Strong foundations in EY and KS1 specifically identified

Assessment and End Points

To ensure end points and foundational knowledge function as assessment benchmarks that enable teachers to make consistent, age-related judgements.

- Subject leaders define what mastery of foundational knowledge looks like
- Work collaboratively as subject leaders to develop tracking systems (Insight) to record assessments made against foundational knowledge and skills

Maths- Deepening multiplicative fluency and conceptual recall

To further embed a systematic, mastery-based approach to multiplicative reasoning across Year 3 and 4, ensuring Year 4 pupils achieve fluent recall of multiplication facts up to 12 x 12 in preparation for the statutory June MTC. (achieve above national)

- Continue to implement NCTEM Mastering Number programme (Yr 1-5) with fidelity
- Subject leaders to ensure a consistent approach to planning and teaching of maths across LKS2 through team teaching and instructional coaching model
- Diagnostic heatmapping- specific intervention in place Autumn/ Spring
- Access arrangements audit Spring 2 to ensure appropriate access arrangements for MTC

Oracy

To establish an ambitious, structured culture of oracy across the school using a cohesive spoken language framework to ensure all pupils—especially the disadvantaged and those with SEND—can express themselves articulately and confidently

- Phase 1: Audit current practice through learning walk in Autumn 1 focusing on 4 pillars (baseline Welcomm/ NELI EYFS)
- Phase 2: Subject lead to deliver whole staff training
- EYFS NELI training
- Phase 3: Classroom practice and peer coaching
- Subject leads to focus on developing opportunities for oracy across the curriculum

Enrichment

To implement the Enrichment Framework.

Audit and expand

Audit and expand the school's provision across the 5 core themes to guarantee equitable access for all pupils, particularly vulnerable, SEND, and disadvantaged groups.

- Staff CPD around The Enrichment Framework, develop staff knowledge on 5 themes and 8 benchmarks
- Pupil voice to target key groups
- Audit across 5 core themes to identify current gaps/develop Enrichment Road map for a child from N to Yr 6
- Enrichment action plan to be developed across 5 core themes to address gaps in provision

Forest School

Enhance pupils' Personal Development, Resilience, and Wellbeing through a Structured Forest School Curriculum embedded within the Enrichment Framework

- Map Forest School objectives against the Enrichment Framework
- Baseline assessment: SDQ
- Rotational access across all year groups
- Focus on self-regulation and transferrable skills into the classroom

Key vulnerable groups

Establish robust tracking systems to demonstrate access and impact.

- Enrichment access by vulnerable groups tracked for access and input
- Targetted engagement through family support offer/school Early Help offer
- Reported to Governing Board and Trust Board
- Pupil voice sought to maximise access - target vulnerable groups within pupil voice activities

Pupil Voice

To establish robust pupil-voice mechanisms where children actively evaluate, select, and co-design the school's enrichment offer to drive engagement.

- Launch a pupil survey across all year groups, with section specifically on Enrichment
- Track responses of key groups
- Focus RR Council work on Enrichment, seeking ongoing feedback for SLT
- Prefects to facilitate enrichment activities

Attendance and Behaviour

To sustain a highly responsive, tailored approach to attendance and behaviour across the school.

Individual Adaptations

To implement timely, documented reasonable adjustments and intensive targetted interventions for pupils requiring behaviour, emotional or attendance support.

- About Mes in place detailing support needed
- ICPs, IBPs, ILPs as needed for individuals
- Review help/support scripts in policies and individual plans to ensure unconditional positive regard is maintained
- Internal Team Around the Child process
- Targeted interventions (Power 2 mentoring)
- Vulnerable pupil review meetings half termly

Persistent Absence

To maintain a rigorous tracking and support system that proactively reduces persistent absence, specifically targeting disadvantaged and SEND cohorts.

- Review Attendance Support systems in place
- Regular SLT agenda item
- Learning mentor- Attendance focus
- Staff roles in attendance clearly outlined - everyone's responsibility
- Individual responses and adaptations in place

Low Level Disruption

To eliminate low-level disruption by ensuring school-wide fidelity to predictable classroom routines, consistent help scripts, and positive reinforcement.

- Revisit learning climates, routines and behaviours termly
- Rigorous tracking of incidents/patterns of incidents via CPOMS
- Instructional coaching model
- APDRs to discuss behaviours for learning