

Improvement	Priority	Success Criteria	Objective	Activity	Success Criteria	Resources & Meeting Time	Due	Lead	Review Autumn	Review Spring	Review Summer	Summary Comments
Educational Standards	Assessment and Outcomes	Staff use assessment well to inform their curriculum planning.	Meaningful data is collected which will allow for it to inform teachers' planning, with effective baseline measures implemented to allow a demonstration of progress over time	<p>Provide CPD on effective use of formative and summative assessments.</p> <p>Implement regular pupil progress meetings to analyse data and inform planning.</p> <p>Use assessment data to identify gaps and adjust medium-term plans</p> <p>Ensure accurate baseline assessments for all pupils.</p> <p>Use individual tracking systems to monitor pupil progress.</p> <p>Deliver targeted interventions where necessary</p> <p>GA - Pupils are re-assessed termly to inform intervention programmes</p>	<p>Planning reflects assessment insights and addresses pupil needs.</p> <p>Teachers can explain how assessment outcomes impact curriculum decisions.</p> <p>Quality assurance shows responsive teaching informed by assessment.</p> <p>Pupil progress data shows that most children meet or exceed expected progress.</p> <p>Intervention records show improved outcomes for targeted pupils.</p>		Spring 1	Isobel Seymour				
Educational Standards	Cross Curricular Learning	Reading is prioritised across the curriculum, recognising it is a key gateway to learning. Reading skills are monitored and supported.	To ensure that all pupils are able to access written materials and promote the significant role reading plays throughout life.	<p>Embed reading and oracy opportunities across all subjects.</p> <p>Monitor reading attainment regularly and provide support where needed.</p> <p>CPD for staff on teaching reading, classroom strategies and oracy.</p> <p>Promote a language-rich environment including the display and access to Tier 3 subject-specific vocabulary.</p>	<p>Pupils read regularly across the curriculum and discuss texts confidently.</p> <p>Reading assessments show improvement across cohorts.</p> <p>Staff are incorporating strategies to learn to read in lesson.</p> <p>Pupil voice indicates positive attitudes toward reading.</p> <p>The written word within learning environments are accessible and support the abilities and needs of pupils.</p>		Autumn 2	Gill Albone				
Educational Standards	Pedagogy	Staff are knowledgeable about their curriculum, present content clearly, check understanding, identify misconceptions, provide feedback, respond and adapt to learning needs.	To ensure that staff implement a range of strategies to effectively deliver impactful learning	<p>Offer subject-specific CPD and peer coaching.</p> <p>Establish a lesson monitoring cycle focusing on quality of teaching and curriculum delivery.</p> <p>Encourage collaborative planning and sharing of best practices.</p>	<p>Lesson observations reflect strong subject knowledge and adaptive teaching.</p> <p>Staff feedback indicates increased confidence in curriculum delivery.</p> <p>Pupils are able to recall and apply learning with increasing independence.</p>		Spring 1	Isobel Seymour				

SCHOOL IMPROVEMENT PLAN 2025-2026

SCHOOL LOGO

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Culture and Inclusion	Attendance	The school has effective programmes for supporting persistent and severe absentees back into school.	To ensure that barriers to attendance are minimised	<p>Create a business plan to get financial support from BFCC with transport to assist. To ensure data analysis focuses on groups of students and the strategy incorporates a development plan for this. Staff performance Management Targets are reviewed and measured.</p>	<p>A reduction in those who are persistently absent.</p>		Autumn 2	Charlotte Baggeley				
Culture and Inclusion	Child Wellbeing	The school has effective pastoral and welfare structures to support the emotional and wellbeing needs of children.	To ensure that students receive timely support in their area of need and it is impactful	<p>For all students to receive a universal offer of support upon entry to the school and those of a higher need to receive an additional bespoke offer.</p>	<p>For students to be ready for their next step in a more timely manner.</p>		Autumn 2	Charlotte Baggeley				
Culture and Inclusion	Behaviour	Children behave consistently well, in and out of the classroom environment.	To ensure that students are supported in being successful at all times and escalation procedures are followed by all staff consistently	<p>To create a Break and Lunch time that has a well thought out structure, holding all staff accountable for this responsibility and Staff will reflect on ClassCharts to enable them to follow the escalation procedure.</p>	<p>Break and Lunch time sees a reduction in undesirable behaviour and quality assurance feedback through staff and student voice sees an improvement</p> <p>ClassCharts provides an accurate overview of behaviours and pupils are able to explain the behaviour and reward system.</p>		Autumn 1	Ashley Sparks				
Culture and Inclusion	Enrichment	The enrichment offer supports the wider development of cultural and social capital.	To grow and develop an enrichment offer that gives students opportunities for cultural capital development.	<p>All students across both sites are offered an enrichment programme that widens their cultural and social capital</p>	<p>An enrichment programme that is embedded and delivered to a high standard.</p>		Autumn 1	Ashley Sparks				

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Leadership and Management	CPD	Staff drive their own professional development, using wider trust opportunities and the common training platform.	To develop whole staff leadership - all staff are leaders of learning, holding all stakeholders to account effectively	<p>Effective CPD programme in place for all staff regardless of level</p>	<p>All staff are empowered to take risks and lead learning</p> <p>All staff have undertaken effective CPD to assist their pathway</p> <p>Staff feedback shows effective support is given</p>		Autumn 1	Claire Wilmott				
Leadership and Management	Vision	The school communicates a clear and ambitious vision to its stakeholders.	To challenge 'PRU' perceptions so that our vision and values permeate across the community, reacting proactively to stakeholder voice	<p>Relaunch the school vision and values with all stakeholders</p> <p>Embed vision and values into all communications</p> <p>Map opportunities to challenge perceptions</p>	<p>Positive stakeholder voice</p> <p>Improved behaviour for learning</p> <p>Improved community engagement</p>		Spring 1	Charlotte Baggeley				
Leadership and Management	Resource Management	The school has a well-maintained environment for children and staff and is compliant with Health and safety requirements.	To ensure that all provisions are ambitious and adaptive to learners needs, with 'No Limits Learning' embedded throughout	<p>Relaunch ILP Hub - SP/JS</p> <p>Create Primary and Hospital Hub action plan - GA</p> <p>Regular QA of all sites - CW</p> <p>Regular review and refinement of secondary provision</p>	<p>QA processes show positive outcomes</p> <p>Stakeholder voice is positive</p> <p>Improved data sets</p>		Autumn 1	Claire Wilmott				
Leadership and Management	Resource Management	The school is actively engaged in improving environmental sustainability.	To develop the school sustainability practices across all sites.	<p>Sustainability leads to create action plan</p> <p>Regular promotion of sustainable practice</p> <p>Regular engagement in Energy Sparks</p> <p>Relaunch school canteen offer to support sustainable practices</p> <p>All subjects to incorporate climate change / sustainability into SOW's</p> <p>Staff to be directed with a sustainability performance management target relevant to their area</p>	<p>Increased engagement in relevant platforms</p> <p>Lower energy usage</p> <p>Stakeholder voice shows greater awareness</p> <p>Clear mapping of learning opportunities across the curriculum offer including focus days/weeks</p>		Autumn 2	Gill Albone				