



25 / 26 School Improvement Strategy

Strategic Intent

To secure at least the *expected standard* in all evaluation areas of the *Schools Inspection Toolkit*, ensuring that every pupil—particularly those who are disadvantaged or vulnerable—experiences a high-quality, coherent education that enables them to thrive academically, socially and emotionally.

Whole School Priorities

- Ensure that **disadvantaged and vulnerable pupils** are fully prioritised in all aspects of school life, with barriers to learning, attendance and engagement removed so that they achieve ambitious outcomes.
- **Design and implement a coherent Communication and Language Curriculum** from Nursery to Year 6, strengthening foundational knowledge and teacher pedagogy.
- **Enhance provision and interventions for vulnerable pupils** through systematic tracking, evaluation and timely adaptation.
- **Strengthen curriculum leadership, attendance and teaching quality**, securing a culture of high expectations, consistent pedagogy and rigorous monitoring at all levels.

		Intent
P	Progress	Ensure disadvantaged pupils make rapid, sustained progress in reading, writing and mathematics through high-quality teaching, precise assessment and targeted intervention.
R	Regular Attendance	Secure strong attendance for disadvantaged and vulnerable pupils through proactive monitoring, early intervention and family partnership.
I	Inclusive Education	Guarantee that disadvantaged and vulnerable pupils access the full curriculum and enrichment offer, developing knowledge, cultural capital and skills for life.
O	Oversight	Strengthen governance so that governors have forensic understanding of Pupil Premium, SEND and attendance strategies, enabling effective challenge and support.
R	Rigorous Monitoring	Subject leaders systematically evaluate curriculum implementation and its impact on disadvantaged pupils, triangulating evidence to inform improvement.
I	Integration	Ensure disadvantaged pupils participate fully in the life of the school, building confidence, leadership and resilience through enrichment and community engagement.
T	Teaching Quality	Embed consistently high-quality, evidence-informed teaching across all classrooms, securing strong foundations in communication, language, reading and mathematics.
Y	Your Impact	Establish collective responsibility so every member of staff articulates their role in improving outcomes for disadvantaged pupils.

Together we grow, explore, discover.

EYFS Priority Strategy		
		Intent
P	Progress	Recalibrate the EYFS curriculum to ensure progression from Prime to Specific Areas, aligning with KS1 foundations.
R	Rigorous Monitoring	Use baseline and ongoing assessment to identify and track communication and language needs, informing intervention.
I	Interaction	Embed SHREC techniques for high-quality dialogue and vocabulary acquisition.
O	Oversight	Ensure EYFS leadership and governors have precise knowledge of provision quality and impact.
R	Readiness	Implement EYFS Writing Framework to strengthen fine-motor, phonological and writing readiness.
I	Inclusion	Prioritise disadvantaged and vulnerable children for NELI and targeted support.
T	Teaching Quality	Deliver sustained CPD on communication, writing and SHREC pedagogy.
Y	Y1 Readiness	Ensure EYFS curriculum secures strong transition foundations for KS1.

Monitoring and Evaluation

- **Termly triangulation** of lesson visits, book scrutiny, pupil voice and assessment data.
- **Impact reports** presented to governors each term on curriculum quality, attendance and vulnerable-group outcomes.
- **Annual evaluation** aligned to the *Schools Inspection Toolkit* standards to ensure continuous improvement and inspection readiness.

Summary Statement

By July 2026, the school will demonstrate that all pupils, particularly those who are disadvantaged or vulnerable, attend regularly, access a coherent and ambitious curriculum, achieve well across all subjects, and are exceptionally well prepared for the next stage of education and life.

SIS: OFSTED Evaluation Area Cross-Referencing

		Intent
Inclusion	I	Guarantee that disadvantaged, SEND, and vulnerable pupils are fully prioritised in all aspects of school life, with barriers to learning and participation swiftly reduced.
	R	Implement a graduated approach with early identification, targeted intervention, and close progress tracking for all vulnerable groups.
	O	Ensure governors and leaders have precise understanding of the needs, provision, and outcomes for vulnerable groups.
	Y	Embed collective responsibility for inclusion so that all staff can articulate how they adapt teaching, curriculum, and relationships to meet need.
Curriculum & Teaching	T	Embed consistently high-quality, evidence-informed teaching across all classrooms, securing strong foundations in communication, language, reading and mathematics.
	R	Subject leaders systematically evaluate curriculum implementation and impact through triangulated evidence (lesson visits, books, data, pupil voice).
	P	Ensure disadvantaged pupils make rapid, sustained progress in reading, writing and maths through precise assessment and targeted intervention.
Achievement	I	Guarantee that disadvantaged and vulnerable pupils access the full curriculum and achieve ambitious end points across all subjects.
	R	Leaders and governors systematically evaluate attainment and progress data for all pupil groups.
	Y	Develop a culture of collective responsibility where all staff articulate their impact on pupils' attainment and progress.
Attendance & Behaviour	R	Secure strong attendance for disadvantaged and vulnerable pupils through proactive monitoring, early intervention and family partnership.
	I	Promote participation and belonging through enrichment, leadership, and community engagement, building self-discipline and positive behaviour.
Personal Development & Wellbeing	I	Provide a broad programme of enrichment, pupil leadership, and community engagement that builds confidence, resilience, and character.
	O	Governors and leaders monitor the breadth, balance, and inclusivity of personal development opportunities, ensuring equal access for vulnerable pupils.
	Y	Foster a culture of belonging and respect aligned with the school's values—Determination, Respect, Integrity, Valour, and Excellence.
EYFS		See EYFS PRIORITY Strategy
Leadership & Governance	O	Strengthen governance so that governors have precise, data-informed understanding of the impact of Pupil Premium, SEND and attendance strategies.
	R	Ensure leaders and subject leaders maintain coherent oversight of curriculum implementation and pupil progress.
	T	Deliver sustained, evidence-informed professional learning focused on curriculum design, pedagogy and inclusion.