



School Improvement Plan Summary – 2026 – 2027

Priority		Success Criteria
1	Enhance outdoor learning environments across the school to promote greater pupil independence, engagement and purposeful learning experiences.	• Outdoor learning is a consistent, planned and valued element of teaching and learning across all classes, with clear progression from Nursery to Year 6. • Outdoor learning environments are vibrant, well-resourced and purposeful, enabling high-quality learning experiences across all Areas of Learning and Experience. • Existing outdoor spaces, including the field, Bible gardens, willow tunnel, pond area, roundhouse, raised beds, polytunnels and class-specific areas, are used regularly and effectively to enhance teaching and learning. • Teachers confidently plan meaningful outdoor learning experiences that enable pupils to apply and extend their knowledge, skills and understanding independently in authentic contexts. • Pupils demonstrate high levels of engagement, curiosity, resilience and independence when learning outdoors and are able to explain how outdoor learning supports their progress. • Outdoor learning provides meaningful opportunities for pupils to develop literacy, numeracy and digital skills across the curriculum. • Outdoor environments promote creativity, enquiry, problem-solving and collaborative learning through well-planned, hands-on experiences. • Outdoor learning reflects and strengthens the school's Christian vision by providing regular opportunities for reflection, stewardship of God's creation, spirituality, awe and wonder. • Staff demonstrate increased confidence and expertise in planning, delivering and evaluating high-quality outdoor learning experiences. • Learning walks, planning scrutiny and pupil voice show that outdoor learning is embedded consistently across the school and has a positive impact on pupils' engagement, wellbeing and progress. • Evidence from self-evaluation demonstrates improved pupil outcomes, particularly in pupils' ability to apply their learning independently in real-life contexts. • Monitoring evidence recognises the school's outdoor learning provision as a strength that contributes positively to the quality of education.
2	Nurture the wellbeing of all by ensuring Christian Values are a golden thread across daily school life.	• Christian values are consistently visible and embedded across all aspects of school life, including teaching and learning, worship, reflection, relationships and the wider school environment. • Reflection spaces across the school are purposeful, inviting and regularly refreshed, providing high-quality opportunities for pupils to pray, reflect and develop spiritually. • The Bible Gardens and other outdoor reflection areas are developed and used regularly to support prayer, reflection, spiritual development and pupils' understanding of Christian values.

		• Reflection areas and displays reflect the Church calendar, including appropriate liturgical colours, seasons, festivals and themes, enabling pupils to develop a deeper understanding of the Christian year. • Biblical references and Christian values are meaningfully linked to learning across all Areas of Learning and Experience, helping pupils make connections between faith, learning and everyday life. • Pupils demonstrate an increasing understanding of the school's Christian values and can explain how these values influence their behaviour, relationships, choices and actions. • All classes provide consistent opportunities for personal prayer and quiet reflection, using prayer tables, prayer baskets and other appropriate resources. • Pupils increasingly demonstrate confidence and independence in prayer, reflection and spiritual expression, including opportunities to reflect in ways that are meaningful to them. • Worship and reflection provide regular opportunities for pupils to explore and apply Christian values to real-life situations and their own experiences. • Monitoring demonstrates greater consistency across classes in the teaching of RVE, worship, reflection and the explicit promotion of Christian values. • Pupils, staff and governors can articulate how the school's Christian vision and values influence daily life, relationships and the school's approach to wellbeing.
3	Continue to embed Winning with Numbers to further improve pupils number skills and recall.	• WWN is consistently and effectively delivered across all classes, with 15 minutes of purposeful daily provision embedded within mathematics practice. • Staff demonstrate increased confidence and consistency in the delivery of WWN, including pace and following the programme as trained. • Pupils enjoy their daily WWN sessions and are beginning to use it in their own time including at home. • Assessment information is used effectively to identify individual pupil needs and inform teaching, intervention and appropriate challenge. • Pupils demonstrate improved accuracy, fluency and rapid recall of key number facts, alongside increased confidence in mental mathematics. • Pupils increasingly apply and transfer their number knowledge and mental strategies to wider mathematical learning and problem-solving. • AoLE lead involved in implement support day with Ben Harding and improved confidence when monitoring. AoLE lead has a greater understanding of what to look for and how to help coach and support staff. • Monitoring and assessment evidence demonstrates measurable improvement in pupils' number skills and recall, with reduced variation in outcomes and provision across classes.
4	Continue to embed Read Write Inc. to further improve pupils	• RWI is delivered consistently and effectively across the school, with strong fidelity to the programme. • Staff demonstrate increased confidence and expertise in delivering RWI and responding to pupils' individual needs.

	reading and writing skills across the curriculum.	• Assessment is used effectively to identify gaps and inform targeted teaching and intervention. • Pupils demonstrate improved phonics knowledge, reading accuracy and fluency. • Pupils develop stronger comprehension skills and deeper understanding of increasingly challenging texts. • Pupils confidently apply reading skills across the curriculum, including retrieving, inferring, explaining and evaluating information. • Pupils make clear progress in reading and writing, with improved vocabulary, sentence construction and quality of written responses. • Targeted support such as RWI 1:1 tutoring and IDL enables identified pupils to close gaps and make accelerated progress. • Pupils demonstrate increased confidence, independence and enjoyment when reading. • Parents are increasingly confident in supporting reading and phonics at home. • Monitoring and assessment demonstrate sustained improvement in pupils' reading and writing outcomes.
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