



## School Improvement Plan and Self Evaluation Form

### Priorities for 2025-2026

*We are the **CHANGE-MAKERS** of OUR WORLD!*

#### OUR VISION

***ENJOYING, ENGAGING, EXCELLING***

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible ***Change-Makers of Our World.***

#### OUR SCHOOL AIMS

***to live our vision and values through our behaviours - it starts with every one of us!***

**People** – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

**Place** - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

**Purpose** - living our values of **ENJOYMENT, ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to ***be brilliant.***

#### LIVING OUR VALUES:

##### ENJOYMENT

*Laughing*

*Loving*

*Learning*

##### ENGAGEMENT

*Communicating*

*Collaborating*

*Contributing*

##### EXCELLENCE

*Be your best*

*Be even better*

*Be brilliant*

*'Every Child, Every Day, Actively Belonging'*  
**Draft School Improvement Plan- Priorities for 2025-2026**  
*'Every Child, Every Day a Mathematician'*



## **Safeguarding**

### **Leadership and Governance: Active Leaders**

Leaders across the school unite to drive our vision — delivering a vibrant, well-structured active curriculum - to secure the best outcomes for every child. Leadership focuses on developing both children and staff as experts, recognising that learning is continuous for all. We actively lead with EEF research and 'Challenge Partners' to identify, apply and share best practice beyond our school, strengthening our skilled team through coaching and continuous professional development. Leaders champion established safeguarding procedures through robust practices and monitoring systems. Staff wellbeing remains a priority for the leadership team and governing body, guiding all decision-making.

### **Inclusion: Active Together**

At our school, every child is known, included, valued, and belongs. We set high expectations, provide equitable opportunities, personalised support, and actively work together with parents so all children can enjoy, engage and excel. Maintaining inclusive teaching, targeted interventions, pastoral care, and our Oasis provision are priorities to ensure individual needs are met. Pupils thrive academically, socially, and emotionally in a safe, inclusive environment where participation and success are celebrated.

## **Curriculum and Teaching**

### **Achievement: Active Learners**

Having established strong foundations in reading and writing, the school is now focused on developing active, confident mathematicians. We will ensure all children develop deep and flexible number sense by the end of each key stage, enabling quick recall of number facts and effective use of number relationships to solve problems. Daily practise, targeted support, and the use of visual representations strengthen fluency and free cognitive capacity for reasoning, problem-solving, and resilience. Through ongoing assessment and pupil voice, learners remain active, engaged and well-prepared for future mathematical learning.

### **Attendance and Behaviour: Active Communities**

As a Rights Respecting School (RRS), and in active partnership with parents, our children are supported to understand and apply their 'Rights' as a guide for daily life. This empowers them to make responsible choices, respect others, and recognise the value of learning and attending school each day. They are encouraged to dream big and develop aspirations for their futures. Our children are motivated and equipped to be self-regulated learners, navigating challenges, overcoming setbacks, and taking pride in their achievements. High expectations for all children to take responsibility for being their best at all times unite our school community and fosters the energy and culture needed for excellence.

### **Personal Development and Wellbeing: Active Well-being**

Through respectful relationships and understanding the RRS 'Articles', our children develop their unique characters while celebrating the diversity and differences in others. Our children engage in varied opportunities to build skills and talents, including ways to actively maintain physical and mental health. They are encouraged to use their voice as a reason for good – communicating confidently, listening openly, thinking critically and questioning respectfully - to bring about positive change as Rights Respecting citizens and 'Change-Makers'.

### **Early Years: Active Foundations**

Children in our setting experience an active Foundation Stage that is engaging and nurturing. From day one, they are encouraged to use their voice as 'Rights Respecting' ambassadors, developing effective communication skills, interacting kindly, and beginning to make a positive difference as our 'Change-Makers'. A strong focus on early mathematics and literacy, alongside a love of books, builds secure foundations in preparation for Key Stage One. Children are supported to self-regulate, enabling them to actively live our values.