

All Saints' C of E (VC) Primary School, School Improvement and Development Plan September 2025 – September 2026

SCHOOL IMPROVEMENT PLAN 2025-2026

Maldon

‘Every Child Shines’





Long Term Objectives (2024-2027)

1. That progress and attainment is at least national or above in reading, writing and maths in both key stages as well as other national performance measures including GLD in EYFS, Year 1 phonics levels and Y4 multiplication checks.
2. To maximise funding opportunities and financial efficiencies by ensuring a year on year increase in self generated funds as well as opportunities to be environmentally and financially more sustainable.
3. To monitor the school SEND offer and strive to achieve the best possible provision for **all** children to thrive.
4. To ensure children experience a range of inspirational opportunities which become embedded in our school provision.
5. Maintain the Christian character and values that support the wellbeing of all. 6. Continue to be an outward facing school that actively pursues partnerships which develop a sense of community for pupils and adults in school.

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STANDARDS
SCHOOL IMPROVEMENT PLAN 2025-2026

OVERVIEW

To maximise
efficiency
self-generated
environment

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Responsible
Lee Smith (K
Amy Bridge
James Stack

Continue to
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4. That we
school

Responsible
Amanda Bea
engagement
(Inclusion) J
Partnership

That progress and attainment is at least national or
above in reading, writing and maths in both key stages
as well as other national performance measures
including GLD in EYFS, Year 1 phonics levels and Y4
multiplication checks.

1. That writing at the end of KS1 and KS2 is in line with
national.

2. That Maths standards across the school are in line with national.
3. That foundation subject leaders can demonstrate that their subject is high profile and well taught across the school.

Responsible Governors

Sue Rogers (EYFS / Teaching and Learning)

Alexander Steele (Writing / Teaching and Learning)

Lee Smith (Foundation subjects / Teaching and Learning)

Tom Miles (Maths / Teaching and Learning)

CHRISTIAN CHARACTER

Maintain the Christian character and values that support the wellbeing of all.

1. That through a focus on pupil wellbeing mechanisms, staff wellbeing is maintained
2. That the focus on Christian Distinctiveness is maintained in preparation for SIAMS
3. That the monitoring and evaluation of the new RE curriculum drives improvement in this subject
4. That the effective links with All Saints church are maintained under the new leadership of the church

Responsible Governors

Heather Atkinson (Christian Distinctiveness)

Emma Austin (Wellbeing)

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INCLUSION

SCHOOL IMPROVEMENT PLAN 2025-2026

To
ins

1. Increase

2. Increase

opportunities

opportunities

To monitor the school SEND offer and strive to achieve the best possible provision for all children to thrive.

Tom Ballard (Health and Safety)

Sue Rogers (Chair)

Tom Miles (Vice Chair)

1. That through our knowledge of SEND locally we can collaborate with other schools to provide the best possible offer

2. That we can monitor the effectiveness of Meerkats on all pupils and demonstrate its impact

3. That staff training is effective in meeting the needs of all pupils most notably with SEND

Responsible Governors

Emma Austin / Christina George (Inclusion)

Responsible Governors

Tom Ballard (Sport / Music / Art opportunities)

Other Governor responsibilities

Christina George (Safeguarding)

Corrinne White (Link Governor - including facilitating monitoring) Amanda Beal (Attendance)

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SCHOOL IMPROVEMENT PLAN 2025-2026

STANDARDS

TARGET(S)	1	That writing at the end of KS1 and KS2 is in line with National
	2	That Maths standards across the school are in line with National
	3	That foundation subject leaders can demonstrate that their subject is high profile and well taught across the school

SUCCESS CRITERIA TERMLY REVIEW OF IMPACT <i>(date)</i>	RAG
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1	% of children working at the expected standards in writing at the end of KS1 and KS2 are in line with national (72%)	
2	% of children working at the expected standards across the school are (74%) in line with national	

By the end of the year, Subject Leaders have a Subject Blueprint in place for their subject and can demonstrate their subject is high profile and well

3 taught through the production of a Portfolio of Excellence

TARGET 1 ⇒ That writing at the end of KS1 and KS2 is in line with National		
Action(s) <i>(including CPD)</i>	Personnel <i>(who leads, who involved/who monitors)</i>	Resources <i>(time & money)</i>
		Review (Termly) RAG
AUTUMN TERM		
INSET in September - to introduce the new framework for writing ^{SG}		INSET day time
Review current practice and resources for writing - Ed Shed/Spelling Shed and Letter join and their impact	SG and teaching staff	Staff meeting time
Audit elements of the new framework as a teaching staff - considering if they are part of our Writing Blueprint and identifying areas for further development.	SG and teaching staff	Staff meeting time
Consider the use of other resources to support the development of areas of the new framework - e.g. Literacy Shed	SG and teaching staff	Staff meeting time Potential cost of Literacy Shed
Monitor through a work scrutiny of writing SLT		Staff meeting time
Create a lesson observation proforma for writing that is informed by our Writing Blueprint ^{PB/CW}		
SPRING TERM		
Monitor writing across the school through lesson observations and a work scrutiny ^{SG/PB/CW}		Cover for SG
Staff development with a writing focus - an area of development from the new framework and recent lesson observations	SG	Staff meeting time
Complete writing moderation activity with other schools	Teaching staff	Staff meeting time

SUMMER TERM		
Monitoring follow up to support staff development SG/PB/CW	Cover for SG	
Staff development with a writing focus - an area of development from the new framework ^{SG}	Staff meeting time	

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TARGET 2		⇒ That Maths standards across the school are in line with National		
Action(s) (including CPD)	Personnel (who leads, who involved/who monitors)	Resources (time & money)	Review (Termly)	RAG
AUTUMN TERM				
INSET in September to set the standard and expectation for maths - focus on the Maths Blueprint and the monitoring for the year	ES/SCa	INSET day		
Create a lesson observation proforma for maths that is informed by our maths Blueprint ^{PB/CW}				
Monitor maths throughout the school through lesson observations and a work scrutiny	ES/CW/SCa/ PB	Cover for ES/SCa		
Staff development in maths - focus on staff feedback and key points form recent lesson observations ^{ES/SCa}		Staff meeting time		
Develop approaches to assessment with new White Rose Scheme	ES/SCa and teaching staff	Staff meeting time		
Monitoring follow up to support staff	ES/SCa	Cover for		
Further staff development ES/SCa	Staff meeting time			
Monitor maths throughout the school through lesson observations and a work scrutiny	ES/CW/SCa/ PB	Cover for ES/SCa		
Further staff development ES/SCa	Staff meeting time			
TARGET 3	⇒ That foundation subject leaders can demonstrate that their subject is high profile and well taught across the school			

Action(s)	Personnel	Review	
	Resources		
	(who leads, who involved/who monitors)	(time & money)	
	(including CPD)		(Termly)
AUTUMN TERM			
INSET in September - provide subject leaders with a set of expectations and non-negotiables for their subject development for the year. Share with them what a Portfolio of Excellence will include	pgINSET day	time	
Subject Leaders review their subject currently and create an action plan for the year.	Subject Leaders	Staff meeting time	
Subjects with a Pupil voice group will meet with their group to establish roles for the year	Subject Leaders	Collective Worship times	
SPRING TERM			
Subject Leaders monitor their subject and complete a work scrutiny	Subject Leaders	Staff meeting time	
Subjects are promoted through display and through the website	Subject Leaders	Staff meeting time	
Feedback from staff and colleagues is sought to support further development	Subject Leaders	Staff meeting time	
Wider opportunities to help with raising the profile of the subject are explored	Subject Leaders	Staff meeting time	
SUMMER TERM			
Subject Leaders continue to develop their subjects and implement things on their action plans	Subject Leaders	Staff meeting time Performance management review meeting	
Subject Leaders can share their Portfolios of excellence at their Performance Management reviews	Subject Leaders and SLT		
Subject Leaders can share their Subject Blueprints with other staff	All Teaching staff	Staff meeting time	

SCHOOL IMPROVEMENT PLAN 2025-2026

CHRISTIAN CHARACTER

TARGET(S)	1	That through a focus on pupil wellbeing mechanisms, staff wellbeing is maintained
	2	That the focus on Christian Distinctiveness is maintained in preparation for SIAMS
	3	That the monitoring and evaluation of the new RE curriculum drives improvement in this subject
	4	That the effective links with All Saints Church are maintained under the new leadership of the Church

SUCCESS CRITERIA TERMLY REVIEW OF IMPACT (date)		RAG
1	Staff wellbeing is in line with national through Freud wellbeing survey	
2	Through the SIAMS SEF we can demonstrate that we meet the expectations for a Church school	
3	The new RE curriculum is embedded and assessment is in place. A portfolio of excellence is produced at the end of the year that demonstrates clear improvements in the subject, a high profile and high standards.	

Links with local churches and church leaders grow and strengthen and have a positive impact on our school

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community

TARGET 1 ⇒ Through a focus on pupil wellbeing mechanisms, staff wellbeing is maintained Personnel Resources Review Action(s) (including CPD) (who leads, who involved/who monitors) (time & money) (Termly)		RAG
AUTUMN TERM		
Catch up TPP training is available for all staff and the last element is delivered ^{CW}	Staff meeting time and DHT time	
Zones of Regulation training is delivered to all staff to support TPP further and child co and self regulation CW/KB and staff	CW and KB non contact time and staff meeting time	
Zones of regulation resources/displays are established in all classroom bases Teaching staff		

Zones of regulation sessions are planned for and delivered as part of PSHE ^{CW/KB/JB}		
TPP and Zones of regulation support children in the playground - through MDA performance management, training and instructional coaching and playground monitoring PB/CW/KB/J La/MJ/GH		
Staff wellbeing survey is completed PB and staff		
The wellbeing survey includes questions around specific SEND training needs we have within staff ^{PB} and staff		
An action plan addressing staff wellbeing needs is created and shared with staff and Governors ^{PB}		
A SEND training schedule is established that meets the needs identified through the wellbeing survey ^{KB}		
Headteacher report continues to inform Governors of staffing structure which includes details of staff leaving and joining, but also includes staff absence levels PB		
SPRING TERM		

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Monitor the impact of Zones of regulation teaching ^{CW/KB} and staff	Staff meeting times	
Monitor playground provision and the impact this has on behaviour - continue to deliver instructional coaching PB/CW/KB/J La/MJ/GH		
Provide parents with additional support through TPP and ACL courses ^{CW/JLa}		
Governors monitor the implementation and impact of the wellbeing survey and action plan Wellbeing Governor	Monitoring visit	
Deliver on the SEND staff training schedule through in school training and seeking other professionals to deliver training too		
SUMMER TERM		
Continue to monitor the impact of Zones of Regulation training ^{CW/KB}		
Continue to monitor playground provision and behaviour, reviewing the impact of instructional coaching/implementation of TPP and zones of regulation PB/CW/KB/J La/MJ/GH		
Continue to deliver SEND training sessions identified in the wellbeing survey ^{KB}		

Review the impact of the wellbeing action plan PB and staff

TARGET 2		⇒ The focus on Christian distinctiveness is maintained in preparation for SIAMS		
Action(s) <i>(including CPD)</i>	Personnel <i>(who leads, who involved/who monitors)</i>	Resources <i>(time & money)</i>	Review <i>(Termly)</i>	RAG
AUTUMN TERM				
SIAMS training for key staff PB/CW/KHa	Cost of	training???		
Explore the SIAMS inspection framework PB/CW/KHa				
Complete a climate walk to consider areas for improvement in terms of Distinctive Christian character	PB/CW/KHa			
Establish a pupil voice group - Faith Friends - and their role in school	/CJ/TH			
Develop a whole school approach to prayer and spirituality and the expectations for Collective worship, stilling opportunities and non-negotiables	PC/CW and staff			
SPRING TERM				
Continue with SIAMS training and implementation PB/CW/KHa				
Complete a SIAMS SEF PB/CW/KHa		Cover for KHa		
Develop distinctive christian areas of the school CW/KHa				
Develop the Prayer garden and its use - establishing a prayer week and using Faith friends pupil voice group as leads	CW/KHa/Church leaders and Governors			
SUMMER TERM				
Continue with SIAMS training and implementation PB/CW/KHa		Staff meeting time		
Continue to develop and action a SIAMS SEF PB/CW/KHa Governors				

TARGET 3		⇒ The monitoring and evaluation of the new RE curriculum drives improvement in the subject		
Action(s) <i>(including CPD)</i>	Personnel <i>(who leads, who involved/who monitors)</i>	Resources <i>(time & money)</i>	Review <i>(Termly)</i>	RAG

AUTUMN TERM		
Re-visit the Curriculum intent for RE ^{KHa} and	Staff meeting staff time	
Monitor and develop subject excellence for RE KHa	Staff meeting time	
Reflect on progression in RE and adapt the Curriculum maps and progress documents accordingly Teaching staff	Staff meeting time	

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SPRING TERM		
Monitor the impact of the new curriculum KHa Governor monitoring visit	Subject leader time	
Review the RE policy in line with changes KHa	Staff meeting time	
Develop the approach to assessment in line with the new curriculum and share with staff ^{CW/KHa}	Staff meeting time	
SUMMER TERM		
Continue to monitor the impact of the new curriculum KHa	Staff meeting time	
Seek staff and pupil voice when considering the impact of RE in school ^{KHa}	Staff meeting time	

TARGET 4	⇒ The effective links with All Saints Church are maintained under the new leadership of the Church		
Action(s) (including CPD)	Personnel (who leads, who involved/who monitors)	Resources (time & money)	Review (Termly)
AUTUMN TERM			
Explore the current offer and identify opportunities to establish and grow other links of potential church visitors ^{PB/CW}			
Meet with All Saints Church Leaders to establish capacity for regular school visits PB/CW/Heat her Atkinson			
Create and share a Christian year calendar with our school community, indicating how and when they take part KHa and Faith friends			

	pupil voice group		
Consider links with the church as part of curriculum planning	Phase leaders and teams EYFS/KS1		
Maintain the strong links with local churches through Open the Book visits for regular collective worship	teaching staff		
Develop community links between the school and All Saints Church through communicating events from school to church and church to school	HR and Heather		
Junior Journalist pupil voice team to write for the Church magazine monthly	Atkinson SG and Junior Journalist		
SPRING TERM			
Continue to develop curriculum links with the church	Phase leaders and teams		
Maintain communication links with the church to promote both school and church events	HR and Heather Atkinson		
Junior Journalists continue to celebrate school events through writing for the Church magazine	SG and Junior Journalist pupil voice group		
SUMMER TERM			
Continue to develop curriculum links with the church	Phase leaders and teams		
Maintain communication links with the church to promote both school and church events	HR and Heather Atkinson		
Junior Journalists continue to celebrate school events through writing for the Church magazine	SG and Junior Journalist pupil voice group		

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INCLUSION

TARGET(S)	1	That through our knowledge of SEND locally we can collaborate with other schools to provide the best possible offer
	2	That we can monitor the effectiveness of Meerkats on all pupils and demonstrate its impact
	3	That staff training is effective in meeting the needs of all pupils most notably with SEND

SUCCESS CRITERIA TERMLY REVIEW OF IMPACT (date)		RAG
1	All Saints continue to self reflect on their SEND offer with high expectations	
2	Data and case studies demonstrate that the Meerkats provision has a positive impact on the pupils in that class and all other pupils in the school	
3	Staff feel better equipped and more confident to meet the needs of the children they work with and this can be observed during observations	

TARGET 1 ⇒ That through our knowledge of SEND locally we can collaborate with other schools to provide the best possible offer

Action(s) (including CPD)

Personnel (who leads, who involved/who monitors)

Resources (time & money)

(Termly)**RAG**

Review

AUTUMN TERM

On the back of continued work with the other pilot schools, we host a local SENCO meeting and share our current

KB

provision and vision, establishing the potential for mutual support with other local schools

SPRING TERM

Through the pilot project, establish local authority appetite for expanding the 4 schools to a 10 schools offer and

PB/KB

identify which other schools might engage in this

SUMMER TERM

Continue to be outward facing and look for opportunities to collaborate with other schools with regard to SEND

Continue to communicate with SEND and the Local authority to ensure All Saints remain high profile^{PB/KB}

TARGET 2	⇒ That we can monitor the effectiveness of Meerkats on all pupils and demonstrate its impact	
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Action(s) (including CPD)	Personnel (who leads, who involved/who monitors)	Resources (time & money)	Review (Termly)	RAG
AUTUMN TERM				
Identify how progress will be measured in the new Meerkats class and how we can measure the impact this new class has on other pupils	KB/KHy			
Teaching and learning reports to include SEND K progress	Phase leaders and teams KB			
Case studies are used to demonstrate progress as well as data for Meerkats children and this is shared with Governors	KB/KHy			
Observations to monitor Meerkats class progression PB				

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Observations in other classes to consider the impact of the Meerkat provision on other children ^{SLT}			
CPD of staff and engaging with other settings allows us to reflect on the effectiveness of our provision ^{KB/Khy}			
SPRING TERM			
Teaching and learning reports to include SEND K progress	Phase leaders and teams KB		
Case studies are used to demonstrate progress as well as data for Meerkats children and this is shared with Governors	KB/KHy		
Observations to monitor Meerkats class progression PB			
Observations in other classes to consider the impact of the Meerkat provision on other children ^{SLT}			
CPD of staff and engaging with other settings allows us to reflect on the effectiveness of our provision	Meerkats LSA's		
SUMMER TERM			
Teaching and learning reports to include SEND K progress	Phase leaders and teams KB		

Case studies are used to demonstrate progress as well as data for Meerkats children and this is shared with Governors	KB/KHy		
Observations to monitor Meerkats class progression PB Observations in other classes to consider the impact of the Meerkat provision on other childrenSLT CPD of staff and engaging with other settings allows us to reflect on the effectiveness of our provision	Meerkats LSA's		

TARGET 3	⇒ That staff training is effective in meeting the needs of all pupils most notably with SEND			
Action(s) <i>(including CPD)</i>	Personnel <i>(who leads, who involved/who monitors)</i>	Resources <i>(time & money)</i>	Review <i>(Termly)</i>	RAG
AUTUMN TERM				
The Inclusion review feedback and report inform staff development and best practice in inclusion throughout the school - this is shared with Governors and creates actions to be included in the SIDP	KB/PB/CW			
A survey of staff training needs in SEND forms part of the wellbeing survey ^{PB}				
The feedback from the wellbeing survey informs an action plan and opportunities for training and upskilling staff ^{KB}				
SPRING TERM				
Continue to deliver on the opportunities for training and monitor the impact of this through observations/performance management	KB/SLT/PM leads			
SUMMER TERM				

Continue to deliver on the opportunities for training and monitor the impact of this through observations/performance management

KB/SLT/PM
leads

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Shines’ 11**

SCHOOL IMPROVEMENT PLAN 2025-2026

SUSTAINABILITY

TARGET(S)	1	That we have a climate action plan in place that has impact
	2	That we have explored further opportunities to generate income through wrap around care and extra curricular activity

SUCCESS CRITERIA TERMLY REVIEW OF IMPACT (date)		RAG
1	That the climate action plan makes progress towards its identified objectives	

That the income generated through wrap around care /
extra curricular provision gives an increased profit by

2
20%

TARGET 1 ⇒ That we have a climate action plan in place that has impact Action(s) (including CPD) Personnel (who leads, who involved/who monitors) Resources (time & money) Review (Termly)		RAG
AUTUMN TERM		
That we appoint a Climate Action Lead PB / MM		
That the HT and Climate Action Lead meet to establish a climate action plan using given template to create own PB / MM	Time to write plan	

That through the Action plan we establish objectives PB / MM That Eco Champions are established and are familiarised with the Climate Action Plan and what part they can play That we explore leverage grants and local funding in support of Climate action plan ^{TH / PB}	All staff - MM	Assembly time SBM time	
That we link with the Plume to establish cost sharing models	TH / PB / MM	Meeting time	
That we work on activity identified in the Climate Action Plan	TH / PB / MM / CJ		
That we sign up to the Lets Go Zero schools campaign			
SPRING TERM			
That we work on activity identified in the Climate Action Plan	TH / PB / MM / CJ		
That through the HT report we report on the progress made towards the climate action plan ^{PB / MM}			
That the Eco Champions engage with some of the Let's go Zero activity ^{MM}			
SUMMER TERM			
That we work on activity identified in the Climate Action Plan	TH / PB / MM / CJ		
That through the HT report we report on the progress made towards the climate action plan ^{PB / MM}			
That the Eco Champions promote active travel to school through a walk to school week ^{MM}			

TARGET 2	⇒ That we have explored further opportunities to generate income through wrap around care and extra curricular activity		
Action(s) (including CPD)	Personnel (who leads, who involved/who monitors)	Resources (time & money)	Review (Termly) RAG
AUTUMN TERM			
Audit popularity of existing clubs and their profitability PB / TH			
Look at Collective profit / loss of extra curricular programme ^{PB / TH}			

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Have conversation with JI regarding wrap around care, their offer and its profitability and whether their is appetite for PB / TH All Saints to support a wraparound offer.		
Consider expansion of extra curricular offer eg Art Club, PB / staff / Homework club every night etc JS		
Put out parental voice google form to establish appetite and habits for accessing extra curricularPB / HR		
Revisit charging for clubs PB / TH		
SPRING TERM		
Monitor participation levels of clubs and profit and adjust accordingly.PB / TH		
Respond to national picture opportunities regarding wraparound care eg Breakfast Club provisionPB / TH		
SUMMER TERM		
Monitor participation levels of clubs and profit and adjust accordingly.PB / TH		
Respond to national picture opportunities regarding wraparound care eg Breakfast Club provisionPB / TH		

Consider evolving Just Imagine site and therefore ground rentPB / TH

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SCHOOL IMPROVEMENT PLAN 2025-2026

COMMUNITY

TARGET(S)

1	That we are able to promote ourselves v
2	That we are able to promote community those events and engender a culture of l

3	That we actively pursue our partnership wit
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⁴ That we actively pursue partnerships which support
school improvement

SUCCESS CRITERIA TERMLY REVIEW OF IMPACT <i>(date)</i>				RAG
1	That the platforms for reaching our parents serve their purpose and there are increased opportunities for bringing good news stories to the community of Maldon and beyond			

- 2 That there are an increased number of ways for sharing wider community activity with the All Saints School community
- 3 That the complex classrooms partnership actively supports good practice in Meerkats class and with wider SEND matters
- 4 That we are in a position to make informed choices about the direction of All Saints School and its potential partnerships for school improvement.

TARGET 1	⇒ That we are able to promote ourselves within the community in a number of ways			
Action(s) <i>(including CPD)</i>	Personnel <i>(who leads, who involved/who monitors)</i>	Resources <i>(time & money)</i>	Review <i>(Termly)</i>	RAG
AUTUMN TERM				
As an SLT establish the different reasons for communicating with parents and wider community in order to inform parent survey.	SLT	SLT time		
To conduct a survey on parents through Google Forms to establish the best ways to communicate with parents for different purposes.	PB	Google Form		
Establish platforms already in use for communicating with parents and establish alternatives eg Instagram.	PB / SCa / HR	Potential new platforms		
Establish Junior Journalists pupil voice group who will write articles for different community media outputs eg Parish Magazine or school newsletter	SG	Assembly time and lunch time and through Google account at home		
SPRING TERM				
Continue to deliver on school communication tools HR		Time		
Junior Journalists to complete Gazette takeover SG		Assembly time and lunch time		
SUMMER TERM				
Continue to deliver on school communication tools HR		Time		

Junior Journalists continue to write articles for different community media outputs eg Parish Magazine or school newsletter	SG	Assembly time and lunch time	
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SCHOOL IMPROVEMENT PLAN 2025-2026

TARGET 2	⇒ That we are able to promote community events in school to support the signposting of those events and engender a culture of broad, rich experiences			
Action(s) <i>(including CPD)</i>	Personnel <i>(who leads, who involved/who monitors)</i>	Resources <i>(time & money)</i>	Review <i>(Termly)</i>	RAG
AUTUMN TERM				
Establish a physical community noticeboard outside school	CJ / HR			
Establish a virtual community noticeboard on the school website ^{HR}				
SPRING TERM				
Use community noticeboards to share information about community events, ACL courses, church links, School Nurse services etc	HR			
SUMMER TERM				
Use community noticeboards to share information about community events, ACL courses, church links, School Nurse services etc	HR			
TARGET 3	⇒ That we actively pursue our partnership with those working on complex classrooms			
Action(s) <i>(including CPD)</i>	Personnel <i>(who leads, who involved/who monitors)</i>	Resources <i>(time & money)</i>	Review <i>(Termly)</i>	RAG
AUTUMN TERM				
Conduct termly meeting with pilot group led by Cat Wallis PB / KB		Time out of school		
Enable Meerkats teacher to visit other complex classroom settings to improve own offer ^{KB / KHy}		Class cover		
Enable Meerkat staff to engage with Equals curriculum through training opportunities. ^{KB / KHy}		Equals curriculum available		
SPRING TERM				

Enable support staff to visit other complex classrooms to support own CPD. LA / SI / HA / DW	Class cover	
Conduct termly meeting with pilot group led by Cat Wallis PB / KB	Time out of school	

SUMMER TERM		
Conduct termly meeting with pilot group led by Cat Wallis PB / KB	Time out of school	
Work with wider inclusion team to be certain of 2nd year of funding for Meerkats and potential expansion to return to	inclusion unit vision. Emails and in school meetings	
PB		

TARGET 4 ⇒ <u>That we actively pursue partnerships which support school improvement</u> Personnel Review Action(s) Resources (including CPD) (who leads, who involved/who monitors) (time & money) AUTUMN TERM (Termly)RAG		
Explore future of potential Plume Partnership and ways of working togetherPB / SR etc Meeting time		
Establish current intentions of Spires Schools, especially DSJ PB / SR Meeting time		
Explore potential for Canonium Associate membership PB / SR	Meeting time	
Establish a Governor working group to look at the Government White Paper and establish the future partnership direction of All Saints.	Governors	
SPRING TERM		
Led by findings of Governor working group and response of other schools (Plume/Spires/Canonium) establish next steps	Governor working group	
SUMMER TERM		
Led by findings of Governor working group and response of other schools (Plume/Spires/Canonium) establish next steps	Governor working group	

TARGET(S)	1	Increased engagement in sporting activities
	2	Increased engagement in music opportunities
	3	Increased engagement in art opportunities

SUCCESS CRITERIA TERMLY REVIEW OF IMPACT <i>(date)</i>		RAG
1	That at least 50% of pupils are involved in an inter school sporting opportunity or community sports event.	
2	That at least 50% of pupils engage with a musical opportunity beyond their curricular offer	
3	That at least 50% of pupils actively engage with art enrichment activity	

TARGET 1 ⇒ Increased engagement in sporting activities

Action(s) <i>(including CPD)</i> Personnel Resources <i>(who leads, who involved/who monitors)</i> <i>(time & money)</i> Review (Termly) RAG			
AUTUMN TERM			
Write a sports charter that makes a commitment to enabling as many children as possible to engage with sporting opportunities.	PB / LP / PM	Time to meet Charter	
Establish a programme of likely events which fall under three categories - Gifted and Talented / Emerging talents and open to all.	PB / LP / PM	Time to meet Programme of opportunities	
Create an annual programme of events that provide sporting opportunities eg pathway tournaments, local tournaments, CSSP tournaments, Inter school friendly opportunities, community events etc	PB / LP / PM	Time to meet Programme of events	
Deliver sporting opportunities	All staff	Time Transport	
Track pupils in attendance and record	LP	Register	
SPRING TERM			
Deliver sporting opportunities	All staff	Time Transport	
Monitor pupils attending events and record	LP	Register	
Adjust annual timetable with changing opportunities	LP / PB / PM		

SUMMER TERM			
Deliver sporting opportunities	All staff	Time Transport	
Monitor pupils attending events and record to provide overall percentage of pupils accessing school sport	LP	Register	

TARGET 2	⇒ Increased engagement in music opportunities			
Action(s) <i>(including CPD)</i>	Personnel <i>(who leads, who involved/who monitors)</i>	Resources <i>(time & money)</i>	Review (Termly)	RAG
AUTUMN TERM				

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SCHOOL IMPROVEMENT PLAN 2025-2026

Write a Music charter that makes a commitment to enabling as many children as possible to engage with music opportunities.	JC / PB	Time to meet Charter	
Establish a programme of likely events which fall under three categories - Gifted and Talented / Emerging talents and open to all.	JC	Time to meet Programme of opportunities	
Create an annual programme of events that provide musical opportunities eg Band, choir, concerts, local singing, recorder karate, summer music concert etc	JC	Time to meet Programme of events	
Deliver music opportunities	JC and all staff	Time Transport	
Track pupils in attendance and record	JC	Register	
SPRING TERM			
Deliver music opportunities	JC and all staff	Time Transport	
Monitor pupils attending events and record	JC	Register	
Adjust annual timetable with changing opportunities	JC		
SUMMER TERM			
Deliver music opportunities JC and all staff	Time	Transport	

Monitor pupils attending events and record to

provide overall percentage of pupils accessing music JC Register

TARGET 3	⇒ Increased engagement in art opportunities			
Action(s) <i>(including CPD)</i>	Personnel <i>(who leads, who involved/who monitors)</i>	Resources <i>(time & money)</i>	Review	RAG

		(Termly)	
AUTUMN TERM			
Establish a programme of likely events in art which fall under three categories - Gifted and Talented / Emerging talents and open to all.	LW / PB	Time to meet Programme of opportunities	
Create an annual programme of events that provide musical opportunities eg school art exhibition, art competitions, local artists in school, art club, Art trails etc	LW / PB	Time to meet Programme of events	
Deliver art opportunities including a termly exhibition of artwork in the second half term of each term	LW / ??	Time	
Track pupils that engage with art enrichment and record	LW	Register	
SPRING TERM Deliver art opportunities including a termly exhibition of artwork in the second half term of each term LW / ?? Time Track pupils that engage with art enrichment and record LW Register			
Facilitate links with community artists and invite to engage with art exhibition as well as other community members	LW		
Showcase event in Gazette local takeover LW / SG Time to facilitate SUMMER TERM Deliver art opportunities including a termly exhibition of artwork in the second half term of each term LW / ?? Time Track pupils that engage with art enrichment and record LW Register			
Facilitate links with community artists and invite to engage with art exhibition as well as other community members	LW		
Monitor pupils attending events and record to provide overall percentage of pupils accessing art beyond the curriculum	LW	Register	

‘Every Child Shines’