



INTRODUCTION TO SCHOOL IMPROVEMENT PLAN 2025—2026

This short document introduces the School Improvement Plan (2025-2026) which is the sum of many smaller department and area plans. The full School Improvement Plan is available to view on the Governor Hub, in the School Improvement Plan folder.

This introduction has taken as its starting point the Ofsted School Inspection toolkit (published 9.9.25) which should be read in this instance as an aid to school improvement. A copy of the document can be found here:

[school inspection toolkit draft for consultation.pdf](#)

As such this introduction uses the 7 key judgements as its starting point.

1. Safeguarding
2. Inclusion
3. Curriculum and Teaching
4. Achievement
5. Attendance and Behaviour
6. Personal Development and Well Being
- ~~7. Early Years~~
- ~~8. Post 16~~
9. Leadership and Governance

The introduction looks at key questions for school leaders and possible sources of evidence. More detailed information about all areas (that includes targets, costings and success criteria) are available by delving deeper into the School Improvement Plan.



NB: I have based this document on the “Expected Standard” in the School Inspection Toolkit”.

1. Safeguarding

Key Question	Key Staff	Source of Evidence includes but is not restricted to
1. Is there a <u>culture of safeguarding</u> that it's everybody's responsibility?	Principal/DSL/ Everybody	<ul style="list-style-type: none"> • Observed • External review
2. Are <u>safeguarding policies</u> , systems and processes kept under continual review by excellent governance?	DSL/TF	<ul style="list-style-type: none"> • Policy review
3. Are all <u>statutory responsibilities</u> completed by staff, leaders and governors?	Principal/ DSL	<ul style="list-style-type: none"> • External review • Internal audit
4. Have staff been appropriately <u>trained</u> in how to identify potential safeguarding concerns?	DSL	<ul style="list-style-type: none"> • Training records
5. Are leaders and governors fully aware of their responsibilities with regard to " <u>Working together to safeguard children</u> " and part two of "KCSiE"?	Principal/ DSL/ Safeguarding Governor	<ul style="list-style-type: none"> • Interview
6. Do leaders fulfil their responsibilities under the " <u>Prevent</u> " duty?	DSL	<ul style="list-style-type: none"> • External review • Interview
7. Are all <u>staff recruited</u> safely as outlined in part three of "KCSiE"?	Principal/DSL/ KC	<ul style="list-style-type: none"> • Review of SCR
8. Are pupils kept safe, and do they feel safe?	Principal/DSL/ Everybody	<ul style="list-style-type: none"> • Pupil feedback (different methods)

9. Are <u>safeguarding concerns and allegations</u> <u>appropriately</u> dealt with as detailed in part four of “KCSiE”?	Principal/ DSL	<ul style="list-style-type: none"> • Referrals to LADO
10. Do leaders fulfil their responsibilities with regard to <u>child-on-child sexual violence</u> and harassment as set out in “Working together to safeguarding children” and part 5 of “KCSiE”?	DSL	<ul style="list-style-type: none"> • Record keeping

2. Inclusion

Key Question	Key Staff	Source of Evidence includes but is not restricted to
1. For individual pupils, have <u>all</u> barriers to learning been identified?	HOY	<ul style="list-style-type: none"> Multiple, but low attendance and low achievement are good starting points for key pupils
2. For individual pupils, are they receiving <u>adaptions</u> that ensure a sustained difference is made to their learning?	All Teachers	<ul style="list-style-type: none"> Evidence in classroom Intervention programme Tracked performance
3. Is data used and monitored to ensure effective adaptions are made for <u>Pupil Premium</u> students with regard to their learning?	SR	<ul style="list-style-type: none"> Analysis of data Academic mentoring Role of Pupil Premium Champion Evaluation of PP and catch up funding
4. Is data used and monitored to ensure effective adaptions are made to <u>SEND</u> and all disadvantaged pupils with regard to their learning?	CJ	<ul style="list-style-type: none"> Analysis of data First wave teaching Bespoke programme
5. Is data used and monitored to ensure effective adaptations are made to <u>LAC, PLAC, EAL, Hospital Outreach, Alternative Provision, protected characteristics and other identified vulnerable pupils</u> e.g. non and poor attenders?	WA/LC	<ul style="list-style-type: none"> Analysis of data Bespoke programme of study Part time timetables PEPs
6. What is the quality of the more able programme and is it capturing addition children?	JN	<ul style="list-style-type: none"> Analysis of data Additional opportunity
7. Can we speak confidently and correctly about all in-year admissions?	WA	<ul style="list-style-type: none"> Entry and exit of pupils to GA

3. Curriculum and Teaching

Key Question	Key Staff	Source of Evidence includes but is not restricted to
1. Has a highly ambitious <u>curriculum</u> been expertly developed over time to ensure its continued quality and effectiveness? This includes both the traditional school curriculum (school day) and the wider school curriculum (extra curricular, trips etc ...).	Principal/ LC/VA/ Subject Leaders	<ul style="list-style-type: none"> • Overall curriculum model • Alignment with National Curriculum • Extra curricular programme • Trips and visits • Newsletters • Academic/vocational/Life Skills/collective worship /SMSC • EBACC and curriculum narrowing • Curriculum within subject areas • Discussions with subject leaders • Duke of Edinburgh • Assembly programme
2. Does the curriculum develop pupils' <u>reading, writing, vocabulary</u> and oracy across all subjects?	LC/VA	<ul style="list-style-type: none"> • Observations • Intervention programme
3. Do pupils have the <u>knowledge and skills</u> to allow full access to the curriculum and their next stage of learning?	LC/VA	<ul style="list-style-type: none"> • Observations
4. Do leaders have a nuanced understanding of the <u>quality of teaching</u> in all subjects, phases and year groups? What is the quality of teaching like in the classroom?	LC/VA/ Subject Leaders	<ul style="list-style-type: none"> • Monitoring programme • Work scrutiny • Line management • Climate checks
5. Have leaders developed a highly effective <u>professional teaching culture</u> where staff take responsibility for their professional learning?	LC/VA	<ul style="list-style-type: none"> • Thursday CPD sessions • AI model • Audit of CPD, strengths and areas for development • Ownership by individuals of learning needs

6. What role does <u>assessment</u> and adaption “in the moment” play in meeting pupils’ needs?	ST	<ul style="list-style-type: none"> • Assessment including aspirational whole school target sheet • TA points • Reports • Policy
7. What appropriate adaptations have been made in teaching for those who are disadvantaged or have <u>SEND</u> ?	CJ/SR	<ul style="list-style-type: none"> • Analysis of data
8. Is the homework policy robust and fully implemented?	LC/VA	<ul style="list-style-type: none"> • Analysis of data
9. How is IT being used for the benefit of all stakeholders and what current developments eg AI are going on?	LC/VA AMG	<ul style="list-style-type: none"> • Review

4. Achievement

Key Question	Key Staff	Source of Evidence includes but is not restricted to
1. How do our pupils do in <u>national tests and examinations</u> ?	Principal/ All Staff	<ul style="list-style-type: none"> • IDSR • DfE Compare my school • FFT • Borough analysis • Internal
2. Are pupils developing a <u>rich knowledge</u> and understanding across all subjects that prepares them well for more advanced study?	LC/VA/ Subject Leaders	<ul style="list-style-type: none"> • Multiple
3. Do pupils take <u>pride</u> in the quality of work they produce?	LC/VA	<ul style="list-style-type: none"> • Observation • Noticeboard
4. Do <u>disadvantaged and SEND pupils</u> achieve strongly and consistently across the curriculum? Is the gap closing?	CJ/SR	<ul style="list-style-type: none"> • Analysis of data
5. Are pupils quickly gaining <u>appropriate knowledge</u> and fluency in reading, writing, maths, language and communication?	LC/VA/ KJ/HBF	<ul style="list-style-type: none"> • Analysis of data • Observation
6. Are pupils who are both SEND and disadvantaged achieving highly?	CJ/SR	<ul style="list-style-type: none"> • Are all aware of key groups of pupils?

5. Attendance and Behaviour

Key Question	Key Staff	Source of Evidence includes but is not restricted to
1. Is there sustained high attendance both overall within the school and for individuals and groups?	WA	<ul style="list-style-type: none"> School records FFT
2. Are relationships with all stakeholders e.g. families, local schools and local authorities a strong and positive feature of attendance management?	WA	<ul style="list-style-type: none"> External help and support e.g. EWS?
3. Is the management of attendance for individuals bespoke and where used, do <u>part-time timetables</u> and <u>alternative provision</u> have a positive impact on pupil's attendance and enjoyment?	WA	<ul style="list-style-type: none"> Bespoke case studies
4. Have teachers established <u>high expectations</u> for all pupil's behaviour and attitudes that help to create a calm and safe environment?	WA/LC	<ul style="list-style-type: none"> Observation Behaviour for learning and as a teacher standard
5. Do teachers and other staff treat other stakeholders with <u>kindness</u> , courtesy, empathy and respect?	Principal	<ul style="list-style-type: none"> Observation
6. Do teachers and other staff deal <u>effectively and quickly</u> with any incidents of bullying, discrimination, harassment, sexual abuse and derogatory language and quickly report this?	WA	<ul style="list-style-type: none"> CPOMs review External Safeguarding Review
7. Is <u>training</u> , of both staff and pupils, a key element of improving behaviour and attitudes?	WA/LC	<ul style="list-style-type: none"> Work on Positive Learning Culture
8. Are pupils <u>very positive</u> about their learning?	WA/LC	<ul style="list-style-type: none"> Pupil feedback (different methods)
9. Is the approach to behaviour management both <u>inclusive and bespoke</u> with, where appropriate, well targeted and effective behaviour interventions?	WA/HOY	<ul style="list-style-type: none"> Interventions Role of SSH Specific pupils with challenging behaviours?
10. Are <u>suspensions and exclusions</u> used appropriately and as a last resort?	Principal/ WA	<ul style="list-style-type: none"> Analysis of data

6. Personal Development and Well Being

Key Question	Key Staff	Source of Evidence includes but is not restricted to
1. Is the programme of <u>wider opportunities</u> at school expertly designed and balanced?	LC/WA	<ul style="list-style-type: none"> • Extra curricular programme • Trips and visits • Newsletter
2. Do pupils participate <u>enthusiastically</u> in a wide range of artistic, musical, sporting and cultural activities?	LC/WA	<ul style="list-style-type: none"> • Extra curricular programme • Newsletter
3. Do <u>disadvantaged pupils and those with SEND</u> benefit fully from the wider school provision of opportunity?	CJ/SR	<ul style="list-style-type: none"> • Records kept by school
4. Does the <u>careers</u> provision meet the Gatsby requirements and is it of suitable high quality?	AU	<ul style="list-style-type: none"> • External reports • Compass reports • NEET
5. Does the <u>Life Skills programme</u> meet all statutory requirements and cover all aspects of the wider school curriculum it is required for pupils to know?	VA	<ul style="list-style-type: none"> • Observation/interview
6. Is there an effective <u>RSE programme</u> ?	VA	<ul style="list-style-type: none"> • Observation/interview
7. Are all staff active, and highly vigilant in <u>supporting and caring</u> for all pupils?	All Staff	<ul style="list-style-type: none"> • Observation
8. Does the school use all <u>partnerships</u> both internal and external to provide the best possible care, guidance and support to disadvantaged pupils and those with SEND?	CJ/SR	<ul style="list-style-type: none"> • Observation/interview
9. Do all pupils feel <u>welcome</u> , valued and respected and essential members of the school community?	Principal	<ul style="list-style-type: none"> • Pupil feedback (different methods) • Observed school culture. Calm and orderly • Positive environment • Typicality

9. Leadership and Governance

Key Question	Key Staff	Source of Evidence includes but is not restricted to
1. Has leadership led to consistently high standards in <u>all areas of the school</u> ?	Principal/ AAP/All Leaders	<ul style="list-style-type: none"> • How are children doing against challenging targets? • Analysis of all data • Investment in site • School culture • Eatery • Leaders at all levels • Numbers of pupils • State of finance
2. Has leadership led to consistently <u>high standards</u> for SEND and other disadvantaged pupils?	CJ/SR	<ul style="list-style-type: none"> • Analysis of specific data
3. Do governors hold leaders to account effectively?	AAP	<ul style="list-style-type: none"> • Principal Performance Management • Whole school standards • Interview • Governor meetings • LC and governance meetings • Visits • Reports • Training • Link governor programme
4. Are governors highly effective at supporting the Principal, leaders and other staffs' <u>well being</u> ?	AAP	<ul style="list-style-type: none"> • Staff attendance/feedback and comment • Well being policy • Programme of activities • Role of AC and ST • Attendance figures • Exit interviews

5. Are <u>long term partnerships</u> with parents, carers and the local community very strong?	Principal	<ul style="list-style-type: none"> • External feedback in different forms • Parents' Forum
6. Do staff feel <u>highly valued and supported</u> in their jobs? Are they protected from bullying and harassment?	Principal/ST	<ul style="list-style-type: none"> • Staff feedback
7. Have leaders developed an effective culture of <u>professional learning for their staff</u> ?	VA	<ul style="list-style-type: none"> • Training CDP sessions