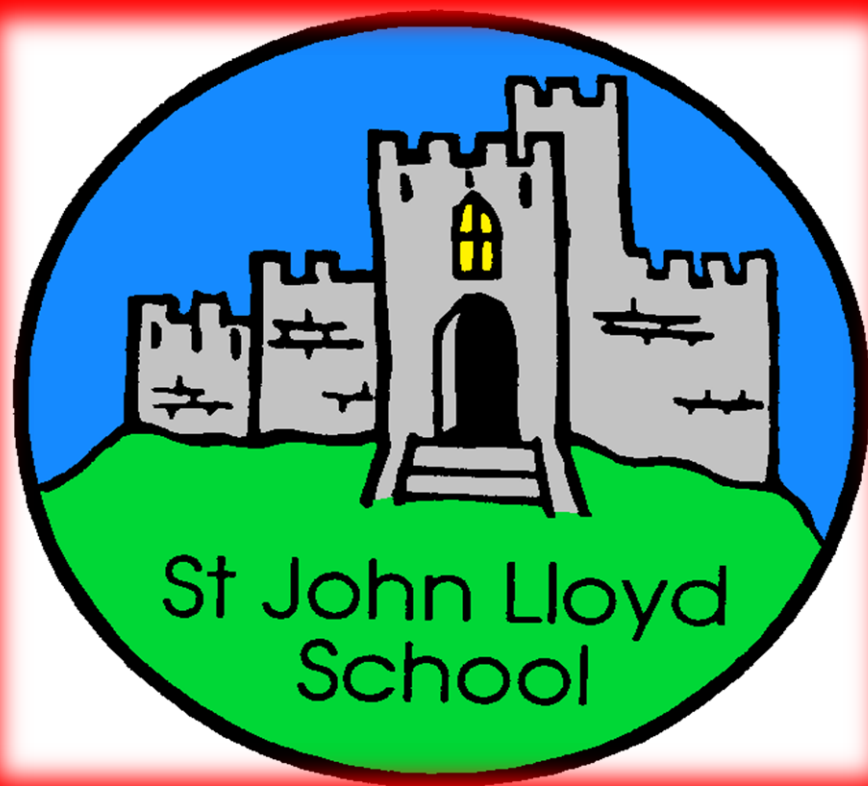




St John Lloyd RC Primary School

School Improvement Plan 2026-27

Chair: Sr Marie de Montfort

Vice: Magaret Haker

Headteacher: Mrs. Claire Hart

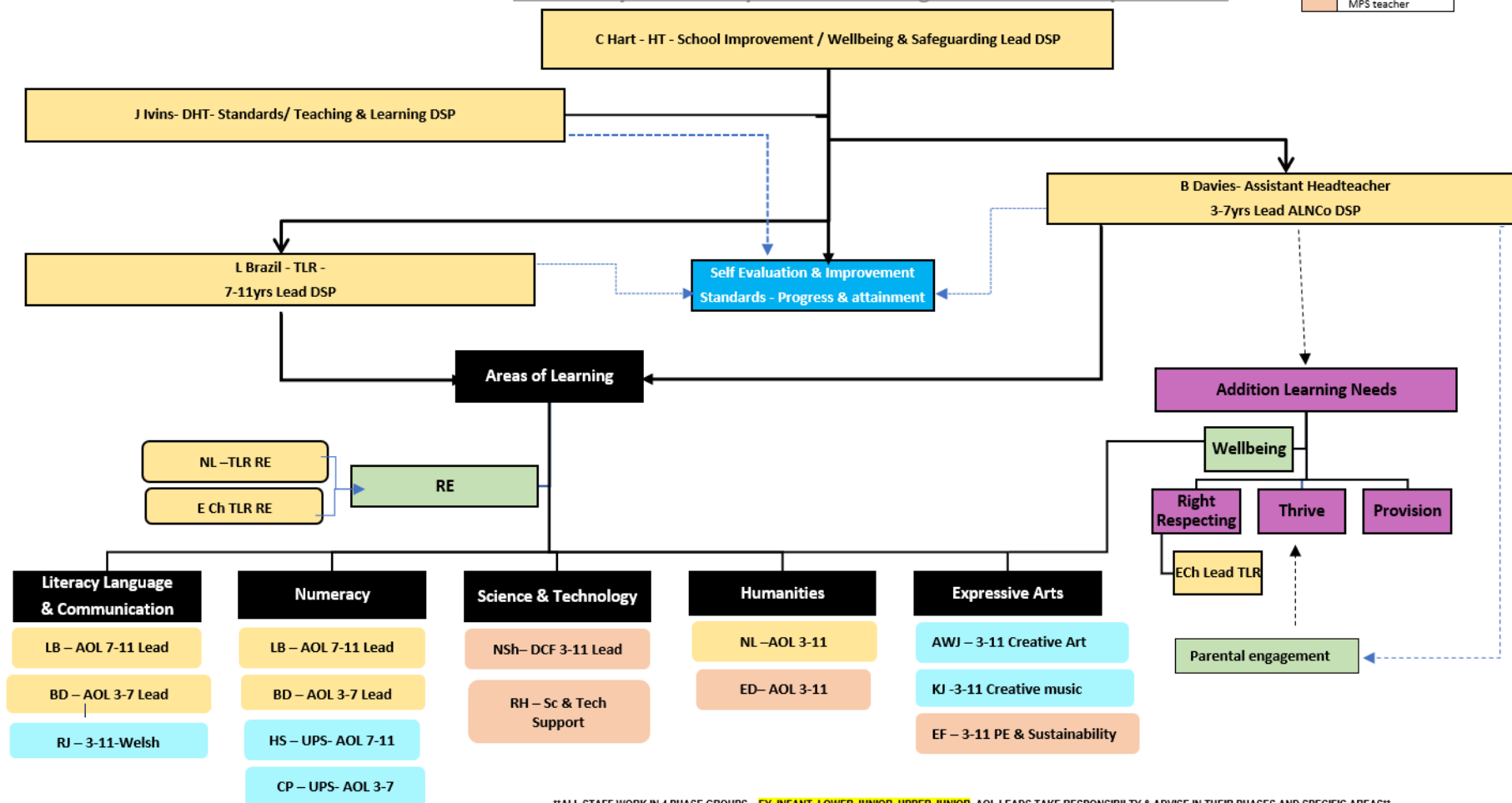
D. Headteacher: Mr. John Ivins

Staffing



St John Lloyd RC Primary School - Teaching staff roles and responsibilities

Job/Role Key	
	SLT
	Subject TLR
	UPS teacher
	MPS teacher

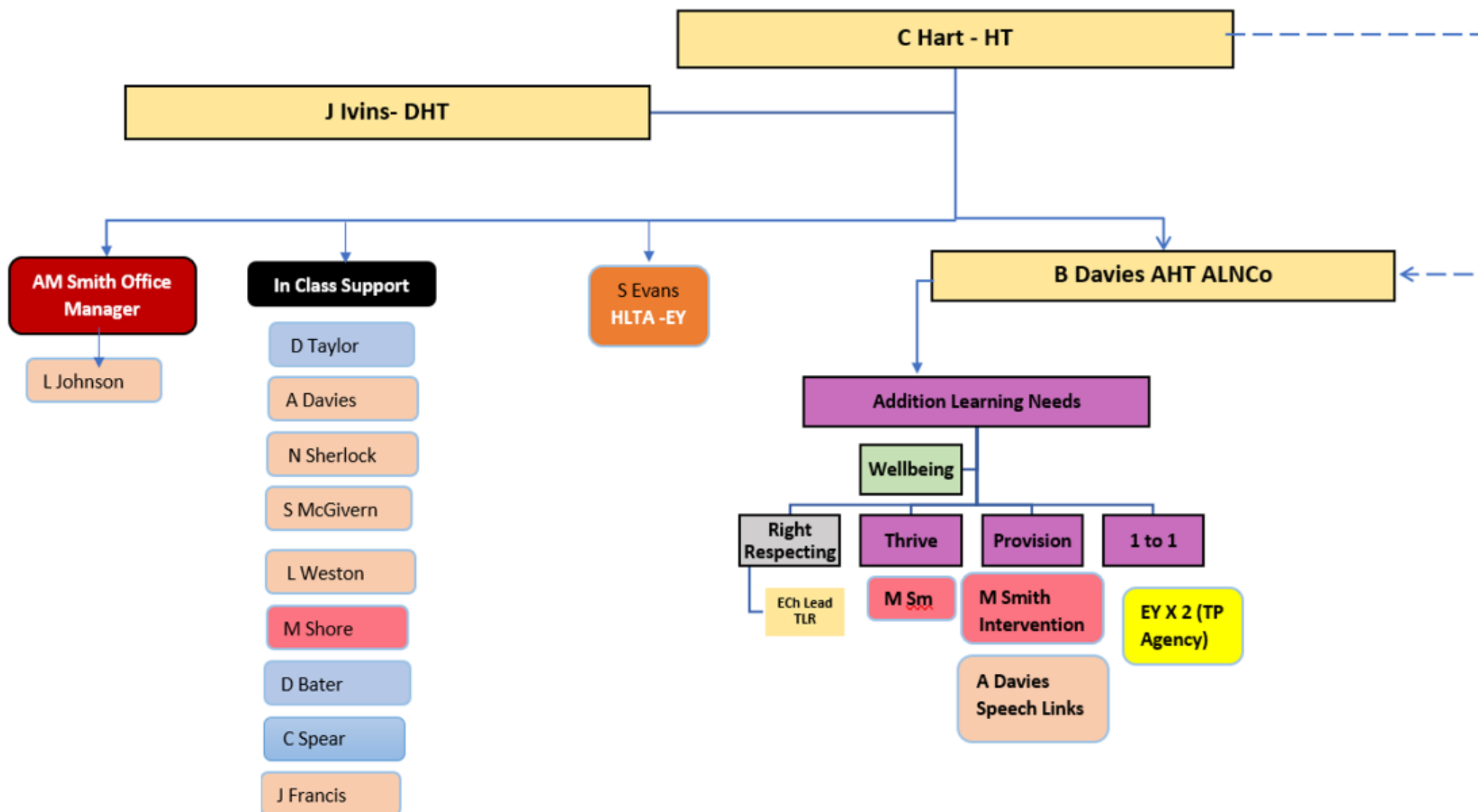


ALL STAFF WORK IN 4 PHASE GROUPS - EY, INFANT, LOWER JUNIOR, UPPER JUNIOR. AOL LEADS TAKE RESPONSIBILITY & ADVISE IN THEIR PHASES AND SPECIFIC AREAS



St John Lloyd RC Primary School – Support Staff - roles and responsibilities

TA Job/Role Key	
	Level 5
	Level 4
	Level 3



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[Whole School On -Going Priorities](#)

[Policy Review Dates 2026-7](#)

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Context of the School Improvement Plan

This plan was written after consultation and input from the staff, governors, parents and pupils. The consultation was undertaken using questionnaires and pupil voice meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan. *The plan is formulated as part of the school's self-evaluation and improvement procedures.* The duration of this plan is from **September 2026 to July 2027**.

All grant funding referred to in this plan is to be spent by **March 31st 2027** (unless grant provider allows carry forward).

Progress against this plan is reviewed termly and is reported in each Headteacher's Report to Governors and through the work of the various governor committees. The plan is reviewed termly and updated annually. Copies of the plan are made available to the Governing Body and every member of school staff. A copy is posted on the website and made available to other stakeholders on request.

The Vision

St John Lloyd RC Primary School is a place of EXCELLENCE where children can achieve their full potential in their Academic, Creative, Personal, Moral and Spiritual Development with God at THEIR side

Vision has been shared, developed and embedded into all school procedures and policy thus enabling staff ownership (collaboration exercises) to reach the success criteria of excellence (see INSET Days, Meetings, SLT Meetings, GB Reports, Parent forums, Parental consultations, school Council meetings)

Wellbeing of our pupils

Well-being supports academic attainment and wider benefits to individuals, community and society, both in the here and now as well as in the future. Well-being is at the heart of our curriculum. Promoting well-being is a prominent feature of our strategic planning. The school is a **GOLD school (UNRC)**

The school's leadership team ensure that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- Our whole-school approach should be viewed as central to the success of learning the four purposes and all other components of the new curriculum, including Health and well-being.
- It is the responsibility of all school staff to take a whole-school approach to the promotion of good mental health and emotional well-being. It is universal and integral to a successful school environment.
- Our whole-school approach to emotional and mental well-being is achievable through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.
- Our whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.
- Our whole-school approach promotes equity for all, reducing variation and using evidence-based practices consistently and transparently, in terms of both the use of data for planning and any interventions

Grant Finance 26/27		
Source of Funding	Purpose	Amount
EIG RRS	Ensure each pupil profits from excellent teaching and learning, focusing on; • Improving Literacy • Improving Numeracy • Improving well-being • Breaking the link between disadvantages and education	(157,327)
PDG	Breaking the link between disadvantage and educational attainment.	(173,650)
Professional Learning Grant	Professional learning for staff	(6,658)
Curriculum & School Grant	Developing curriculum, professional learning and collaboration	(3,049)
MEAG	Achievement Grant	(24,374)

Self-Evaluation- 2025/6 (ESTYN REPORT JULY 2026)

St John Lloyd RC Primary School is a welcoming, inclusive learning community where support for pupils' well-being is highly effective. Pupils demonstrate good attitudes towards learning. They enjoy coming to school and engage well in lessons. They take appropriate ownership for aspects of their learning, including making suggestions about how and what they learn.

The headteacher, staff and governors build strong, respectful relationships with pupils, parents and one another and this contributes well to the school's strong family ethos. Together, they share a clear vision that promotes a nurturing and supportive school community and results in a calm, purposeful environment where pupils feel safe, secure and valued.

Spotlight: Actively involving families in pupils' learning

Leaders demonstrate a strong understanding of the local community and work proactively with parents through family learning events and targeted support to enhance pupils' learning and well-being and improve attendance. Family engagement is a strength with staff providing tailored support that helps families access learning opportunities through initiatives such as 'Families Learning Together'. As a result, families play an active role in school life and pupils' learning outcomes improve.

Leaders and staff are developing a curriculum that reflects the cultural, linguistic and diverse nature of the local community and Wales successfully. Teachers provide opportunities for pupils to influence their learning at the start of topics and create Wonder Walls in classrooms where pupils pose questions for consideration in their lessons. This gives them a sense of ownership in their learning. The school provides a range of learning and enrichment experiences such as visits and visitors to school and regular opportunities for music. These experiences support pupils' holistic development well.

The school's curriculum supports pupils' spiritual, moral, social and cultural development ably through celebrations of diversity and valuing every child as an important member of the school community. Pupils are respectful and kind and develop leadership skills effectively. School leaders encourage pupils to influence the life of the school through pupil leadership groups, enabling them to take on responsibilities aimed at improving the school environment as well as additional factors that affect their daily lives.

Teachers create calm, well-organised and attractive learning environments. In many lessons, they recap prior learning effectively to help pupils sustain their focus and build on what they already know. Where teaching is strongest, staff use questioning well to assess pupils' understanding, address misconceptions and move learning forward. This helps pupils to stay engaged and complete tasks appropriately. In these lessons, pupils have useful opportunities to assess their own work and that of their peers and make improvements. **In lessons where learning is too heavily directed by adults, pupils do not develop their independent learning and thinking skills well enough to ensure they make the progress they could.**

Provision for pupils with additional learning needs (ALN) is effective. The school has organised systems in place to identify, monitor and review pupils' progress. Staff provide regular, focused support within lessons and through small group interventions. This helps pupils make good progress in relation to their personal targets during their time at the school. Staff work well in partnership with external services to provide effective targeted support for pupils.

Most pupils, including those with ALN, make good progress in most areas of the curriculum over time. Pupils develop their language and communication skills well. Younger pupils happily engage with visitors when talking about their work and listen carefully to others' ideas and suggestions. Older pupils listen well and communicate clearly and confidently for a range of purposes. The school has a positive culture of reading. Most pupils develop their reading skills well and demonstrate enjoyment in reading. Many pupils develop their writing skills suitably as they move through the school. Younger pupils write simple sentences and use basic punctuation with increasing accuracy. Older pupils write in a useful range of genres, and in a few cases, pupils produce especially

imaginative work.

Most pupils make good progress in developing their Welsh language skills. They benefit from hearing Welsh spoken regularly and this encourages them to frequently use the language in the daily life of the school. Most teachers use a range of approaches to help pupils build their knowledge of vocabulary and sentence patterns that enable them to speak with increasing confidence. Most pupils make good progress in developing their mathematical understanding. Many pupils develop early number skills well and older pupils develop suitable mental calculation strategies. Staff are beginning to extend opportunities for pupils to apply their numeracy skills across the curriculum. Many older pupils use digital technology suitably to support and enhance their learning. Across the school, pupils are aware of how to stay safe online.

Opportunities for pupils to develop their creative and physical skills are developing well. Younger pupils benefit from practical experiences, and outdoor play ensures that pupils are active every day. Most pupils develop effective social and collaborative skills, working in pairs or groups on tasks. Pupils discuss topics in groups well and are eager to contribute to their learning. They show respect and consideration to others.

The headteacher places a suitable focus on developing leadership across the school. Leaders understand their roles and responsibilities well and undertake regular monitoring activities. Governors support the school appropriately. They engage well with staff and have a sound understanding of the school's day-to-day work. Leaders and governors generally set appropriate priorities for school improvement, **but self-evaluation does not always identify precisely enough aspects of teaching where improvement would further support pupils' learning and progress.**

Additional information

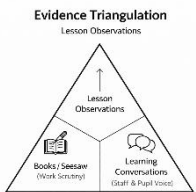
The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

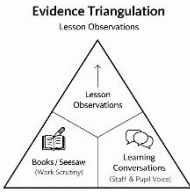
Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Links:	SER	ESTYN	UNCRC	Nat. / local priorities		Governors		Pupil Group					
Priority 1	IA 1, 2, 3		Article 28	Leadership / Teaching & Learning		Standards & Curriculum		All					
Sharpen self-evaluation to focus closely on improving the quality of teaching.				Success Criteria - Monitoring that is evaluative rather than descriptive - Focus on the direct impact of teaching on learning - Leaders accurately identify teaching strengths and areas for development - Monitoring activities focus on what improves teaching - Actions lead directly to improved pupil outcomes, particularly independence				RAYG rating of progress					
								Aut.	Spr.	Su			
Good progress			Satisfactory progress			Developing progress		Limited progress					
Actions				Who?	When?	Intended outcomes	RAYG rating of progress						
							Aut.	Spr.	Su				
A: Review & baseline of teaching								A	A	A			
Look at current processes - focus on the difference between 'description vs evaluation' monitoring				CH/ JI/ BD/ LB	Aut 25	*Clear baseline evaluation of teaching *Identified strengths and priorities in teaching *Staff receive precise, actionable quick feedback *Clear evidence of improved teaching quality *Targeted support for staff *Consistency across all subjects and year groups	All monitoring must:			B	B	B	
Introduce focus and sharp monitoring templates for teaching pedagogy focusing on:							Feedback must:			C	C	C	
1. <i>Identifying impact on teaching</i>							Leaders must:			D	D	D	
2. <i>Quality of modelling (I Do)</i>							• Be precise, actionable, and timely			E	E	E	
3. <i>Effectiveness of guided practice (We Do)</i>							• Validate judgements through joint practice			F	F	F	
4. <i>Pupil independence (You Do)</i>										G	G	G	
• Establish a baseline of teaching quality across the school										H	H	H	
										I	I	I	
										J	J	J	
B: Monitoring of Teaching (pedagogy)													
Key questions to consider;				CH/ JI/ BD/ LB	Aut 25/ Spr 26/ Sum 26								
• Is teaching pedagogy consistent across classes?													
• Are pupils becoming more independent?													
• How effectively is <i>I Do</i> → <i>We Do</i> → <i>You Do</i> pedagogy being implemented?													
Conduct joint lesson observations to standardise expectations, (Short drop-ins classes -10–15 minutes)													
• Little and often													
• Supportive, and low-pressure													
• Focused on a few key areas													
• Consistent across the school													

Looking at how pupils learn, not just what they produce				
C: Triangulation - Increase use of live triangulation during monitoring cycles - Ensure all feedback references: - At least 2–3 sources of evidence Develop leaders' ability to: - Identify patterns across evidence - Link teaching to outcomes Evidence Triangulation Lesson Observations  Questions to think about <i>Does lesson practice match what we see in books?</i> <i>Do pupils' explanations confirm what we observed?</i> <i>Is there consistent evidence of independence?</i>	CH/ JI/ BD/ LB	Aut 25/ Spr 26/ Sum 26		
D: Feedback Introduce rapid feedback cycles. After a drop-in share feedback alongside; <i>Two strengths</i> <i>One next step</i> Within 2–3 weeks, revisit to see: <i>Has the next step been tried</i> <i>Are pupils doing more of the thinking</i> <i>Are they solving problems with less adult help</i> <i>Is scaffolding being reduced</i> <i>Is pedagogy implemented?</i>	CH/ JI/ BD/ LB	Aut 25/ Spr 26/ Sum 26		
Resources	Costs	CPD Requirements	Costs	
			Built into budget	

Links:	SER	ESTYN	UNCRC	Nat. / local priorities		Governors	Pupil Group				
Priority 2	IA 1, 2, 3		Article 28	Teaching & Learning		Standards & Curriculum		All			
To eliminate inconsistency in teaching practice by embedding a coherent, whole-school approach to pedagogy (<i>I Do</i> → <i>We Do</i> → <i>You Do</i> with explicit think-alouds), ensuring all pupils progressively develop as independent, reflective thinkers and learners (Y2-6)				Success Criteria All lessons follow a clear <i>I Do</i> → <i>We Do</i> → <i>You Do</i> structure - Consistent lesson structures across year groups - High-quality teacher modelling and guided practice - Pupils demonstrating independence, strategy use, and metacognitive awareness			RAYG rating of progress				
							Aut.	Spr.	Su		
Good progress			Satisfactory progress			Developing progress		Limited progress			
Actions				Who?	When?	Intended outcomes	Type of monitoring & reporting mechanism		RAYG rating of progress		
A: Pedagogy Launch & Trial Phase 1: Whole-School INSET - Establish shared pedagogy: <i>I Do</i> → <i>We Do</i> → <i>You Do</i> - Think-alouds (linked to metacognition) - Effective guided practice Active research - Research pedagogy and rationale (visit to schools) Peer to Peer - Live model lesson (English) Professional Learning - Staff planning time – shared planning				JI/ LB	Sum 26	•Agreed expectations •Shared language across school •Planning guide templates issued •Plan for roll out shared			Aut.	Spr.	Su
									A	A	A
									B	B	B
									C	C	C
									D	D	D
									E	E	E
									F	F	F
									G	G	G
H	H	H									
B: 6-Week Trial (Weeks 2–7) Subject: English only Stage 1: Year Groups: Year 2 - ECh Year 4- NSh Year 6 - LB Peer 2 Peer - Joint planning - Observation (short, focused) - Video of lesson - Feedback				Y2-Y6 Staff/ JI / BD	Sum 26	All English lessons follow: <i>*I Do</i> → explicit think-alouds <i>*We Do</i> → structured guided thinking <i>*You Do</i> → independent application + reflection Teachers embed: *Metacognitive questioning *Independence routine	Structured Support Through Lead Year Groups	Autumn Review			

Focus - Teacher modelling quality - Depth of “We Do” - Pupil independence opportunities Stage 2: Trial rolled out to - Year 3 - Year 5					
C: Review of Trial - INSET Key Questions – initial findings? - Are pupils more independent in lessons? Engaging? - Is modelling improving understanding? - Are “We Do” being used? Are they effective? - Identified best practice? - Adjusted expectations? - Need to refined guidance? - Do staff understand the expectations? Are planning guides clear?	LB/ NSh/ EC/ JI	Sum 26	Agreed whole school non negotiables Think-alouds must: *Model thinking explicitly *Include strategy explanation “We Do” must: - Involve all pupils - Include reasoning and discussion Agreed final planning sheets established		
D: Full roll out Autumn term in all classes in weekly English plans Ongoing PL (INSET & Peer 2 Peer) - Developing effective think-alouds - Strengthening “We Do” questioning - Pupil independence in “You Do” - Adapting for ALN and lower attainers - Reducing scaffolding over time - Metacognitive opportunities - Video of lessons - PL	Y2-Y6 Staff/ JI / BD	Aut 26			
E: Monitoring & Quality Assurance Strong Focus on: - Independence — pupils doing the thinking - Challenge — tasks that stretch pupils - Modelling — showing pupils how to think - Questioning — encouraging deeper thinking - Scaffolding — support that fades over time	CH/JI/BD/ LB	Aut 26	Key Questions *Is pedagogy consistent across all classes? Clear *I Do → explicit think-aloud modelling *We Do → structured guided thinking and discussion	New sharper and specific MER processes established Short drop-ins classes (10–15 minutes) • Little and often (2 dropping in 3 week) • Supportive, and low-pressure • Focused on a few key areas • Consistent across the school Looking at how pupils learn, not just what they produce	

			*You Do → independent practice with reduced support *Use consistent metacognitive language daily *Embed routines to promote pupil independence *Are pupils applying strategies independently? *Is scaffolding reducing over time? *Are outcomes improving?	Feedback Loops Within 2–3 weeks revisit to see: • Has the next step been tried • Are pupils doing more of the thinking • Are they solving problems with less adult help • Is scaffolding being reduced	
F: Autmn Review • Identify strong practice and share – Plan Peer to Peer and Professional Learning planned for Spring term • Provide targeted support where needed • Adjust expectations if necessary	LB JI / BD/CH	Aut 26	≥90% of lessons demonstrate clear structure I Do → We Do → You Do ≥85% of pupils begin work independently *Think-alouds evident in majority of classrooms *“We Do” phase is consistently interactive and purposeful *Staff confidence ≥85% in delivering approach		
G: Full roll out Spring to include Mathematics I Do → We Do → You Do structure applied in: • English + Maths (minimum expectation) • Planning sheets and expectations agreed Think-alouds must: • Model thinking explicitly • Include strategy explanation “We Do” must: • Involve all pupils • Include reasoning and discussion Ongoing PL (INSET & Peer 2 Peer)	Y2-Y6 Staff/ JI / BD	Spr 27	≥95% of lessons demonstrate consistent I Do → We Do → You Do structure. Embedded in English and Maths across all year groups ≥85% of pupils: *Work independently *Use strategies before seeking help *Clear reduction in scaffolding in books *≥90% of pupils (KS2) can explain their thinking * Evidence of metacognitive talk across		

- Developing effective think-alouds - Strengthening “We Do” questioning - Pupil independence in “You Do” - Adapting for ALN and lower attainers - Reducing scaffolding over time - Metacognitive opportunities - Video of lessons - PL			multiple subjects		
H: Embedding Consistent, High-Quality Practice Actions - Ensure all teachers apply <i>I Do</i> → <i>We Do</i> → <i>You Do</i> consistently across core subjects - Pupils confidently apply strategies independently - Reduce adult support - Evaluate whole-school 1st year impact Summer Review Targets 100% lessons show structure <i>I Do</i> → <i>We Do</i> → <i>You Do</i> ≥90% lessons include effective think-alouds and guided practice ≥85% pupils work independently ≥80% pupils can explain their learning strategies - Increase in pupils' engagement and perseverance	LB JI / BD/CH	Sum 27	Refine teaching so that: *Think-alouds are precise and purposeful *We Do” phases are highly interactive and cognitively demanding *Reduce variability between classes and year groups		
Resources			Costs	PL Requirements	Costs
Peer 2 Peer time / Collaborative learning time/ PL time (including visit schools)			Main Budget- allocated cover	Peer to Peer School Visits	Main Budget- allocated cover

Links:	SER	ESTYN	UNCRC	Nat. / local priorities		Governors	Pupil Group			
Priority 3	IA 1, 2, 3		Article 28	Teaching & Learning		Standards & Curriculum		All		
Develop high-quality continuous and enhanced provision to strengthen the youngest pupil's independence and problem solving				Success Criteria - Provision is consistent (continuous) over time, not constantly changed - Pupils can choose resources, direction and outcomes - Staff provide balanced continuous and enhanced provision - Provision enables pupils to revisit, practise and extend prior learning - Adults effectively support learning through modelling, questioning and challenge - Provision has a direct impact on pupil outcomes and independence			RAYG rating of progress			
							Aut.	Spr.	Su	
Good progress			Satisfactory progress		Developing progress		Limited progress			
Actions			Who?	When?	Intended outcomes	Type of monitoring & reporting mechanism		RAYG rating of progress		
A: Establish provision structure (baseline) - Identify agreed indoor and outdoor provision areas across EY and Y1 - Clarify expectations of: - Continuous vs enhanced provision - Independence and problem solving - Establish baseline of current provision and pupil independence			BD	Autumn 1 (wk1-3)	Embed provision within teaching ❖ Ensure provision complements: ❖ Whole-class teaching ❖ Small-group work	Monitoring must be: Evaluative (not descriptive) - Focused on impact on learning and independence Feedback must be: Precise, actionable and timely Leaders must: - Validate judgements through joint practice and triangulation	RAYG rating of progress			
							Aut.	Spr.	Su	
							A	A	A	
							B	B	B	
							C	C	C	
D	D	D								
E	E	E								
B: Develop high-quality provision areas - Enabling Staff plan provision using agreed format including: - Core resources (introduced gradually) - Skills developed (e.g. problem solving, independent, communication skills) - Ensure provision: - Remains stable over time - Supports progression of skills			BD	Autumn 1 (Wk1-3)	Provide flexible learning routes for pupils	Provide rapid feedback to staff: - Two strengths - One next step				
Autumn 2 (Wk1-3)	Promote a balance of: ❖ Child-led learning ❖ Adult-guided learning									
C: Resource management - Conduct resource audit - Allocate resources appropriately to areas - Introduce resources in phases to build routines and			BD/ JI	Spring		Revisit within 2–3 weeks to check: - Increased independence - Reduced adult reliance - Improved engagement				
				Autumn 1 (Wk4-6)						

independence (NB _Avoid overwhelming pupils with too many choices initially) D: Develop enabling adult role - Define and model expectations for enabling adults: - Modelling learning behaviours - Extending thinking through questioning - Supporting independence (not directing) - Deliver targeted PL for support staff - Ensure consistency across classes and phases E: Review & evaluate impact - Termly staff reflection on: - Engagement - Independence - Creativity - Communication - Identify next steps for further development - Adjust provision based on evidence	BD BD/JI/CH	Autumn 2 Spring Autumn 1 (W3-7) PL - Aut/ Spr/ Sum Autumn 1 (Wk 7) Autumn 2 (Wk3-4) Spring/ Sum			
					Costs
					Built into budget

WHOLE SCHOOL- ON-GOING PRIORITIES

Good progress		Satisfactory progress		Developing progress		Limited progress			
Focus of Improvement	Rationale	Lead	Cost	Intended Outcome	Monitoring Mechanism	Evaluation			
						RAYG rating of progress			
						Aut.	Spr.	Su.	
Handwriting To develop pupils' cursive letter formation and presentation of their work (EY- Y4 2026/7)	Develop fluency through handwriting skills	CH/LB/BD	Built into budget INSET TIME	Improve joined handwriting in infant school. Legible handwriting in junior school. Daily high-quality opportunities into provision/ planning for pupils to develop appropriate joins and fluency	Listening to learners and staff, Scrutiny of planning, data and pupils' work Learning walks				
ICT (SIP priority 25/26) Further develop the teaching and learning of ICT and the transfer of skills across the curriculum to improve digital competency (2 year new SOW)	Development of ICT skills & digital skills	NSh	Built into budget INSET TIME	Plan for opportunities to link new SOW ICT topics to thematic topics for digital competency opportunities working across the curriculum.	Listening to learners and staff, Scrutiny of planning, data and pupils' work Learning walks				
Welsh Improve pupils' confidence in using conversational Welsh outside the classroom and in unstructured situations, beyond the most basic use of language patterns. **SIARTER IATH- GOLD AWARD TARGET** *Helpwr Heddiw Pilot	Maximising pupils' use of Welsh, enhancing the engagement and increasing the effectiveness of provision	RJ	Built into budget	Many pupils can ask and respond appropriately to questions using relevant language patterns and sustain a simple conversation	Listening to learners, learning walks, surveys and questionnaires				
Attendance To raise the number of pupils regularly attending school and reduce the lateness of	Welsh Government Attendance drive	JJ/LB/ SAO	Built into budget	Attendance above 93%. Action for every persistent absentee for	Tracking of attendance & punctuality,				

pupils				attendance between 85%.	meetings with SAO.				
PE (SIP priority 25/26) Further develop pupils positive and meaningful relationship with physical activity and its value throughout their lives	Develop the opportunities for high quality physical education whilst reinforcing the importance of a lifelong positive relationship with physical activity.	EF	Built into budget	Pupils to have the necessary skills to participate in physical activity High quality weekly opportunities to develop physical skills (PE)					
Speech & Language Continue to identify concerns and improve the speech and language skills of pupils on entry at Nursery and Reception. Monitored through baseline & language links assessment	Early identification of pupils with speech difficulties and to reduce the number of pupils with severe speech difficulties by 50%	KW/ BD	Built into budget	Lower number of pupil's speech and language difficulties in EY	Listening to Learners, attainment and progress data, learning walks.				

POLICY REVIEWS – 2026/7

Statutory

Governors' Annual report to Parents	Annual
Self-evaluation Annual Report	Annual
Instrument of Governance	Annual
Admissions	Annual
Child Protection	Annual
Safeguarding	Annual
Performance Management	Annual
School Improvement Plan (SIP)	Annual
Register of Business Interest	Annual

School Prospectus	Annual
Teachers pay Policy (ERW)	Annual
Health & Safety	Annual
Disciplinary	
Grievance & Complaints	
Capability	
Restorative Practice and Behaviour & Anti Bullying	
Sex and Relationships Education	
Transition Policy	
Freedom of Information Publication Scheme	
Data Protection & Access to Record Policy	
WG / LA Priorities	Comments
Raising standards in Literacy	Whole school on going priorities use of budget and grant funding streams
Raising standards in Numeracy	Whole school on going priorities use of budget and grant funding streams
Focus on minimising the effect of poverty on attainment	Priority 1,2 & 3 use of budget and grant funding streams
3-year plan	Focusing on internal priorities and external drivers including literacy, numeracy, counteracting the impact of deprivation and the development of a new curriculum & assessment
SIP approved by the Governing Body	Draft discussed in detail in GB meetings (Summer 26), also placed on website
Copy of SIP distributed to all staff and governors	Presented to staff -Summer 26 ready for Autumn 26
Summary copy of SIP available on school website	Autumn Term 2026
Relevant SIP priorities monitored in each relevant governing body sub committee	Included in the planned agenda & Termly review RAYG shared
GB have reviewed and updated the SIP where appropriate	Included in the planned agenda & Termly review RAYG shared

SC clear and quantifiable	Linked to data targets and specific qualitative outcomes where possible
Attention given to leadership development	Whole school priorities and Professional learning plans/ case studies
Accountability noted clearly	Lead personnel, monitoring/reporting processes identified for each action
Financial resources clearly recorded	Each action is costed and linked to budget or already included in budget
Workforce development clearly noted	Priorities 1, 2 and 3 and Professional Learning
Development Needs of all staff clearly noted	Priorities 1, 2 and 3 and Professional Learning
Review of the previous SIP	Termly reviews & Self Evaluation