



Vision and Values

Growing and learning together to be the best that we can be, in an environment based on Christian Values.

Responsibility, Enjoyment, Security, Politeness, Effort, Care, Tolerance - RESPECT

Dunnington C E Primary School is a place where we encourage children to develop enquiring minds, a lifelong love of learning and a respect for one another and the world in which they live.

It is rooted theologically in Proverbs 22:6, 'Start children off in the way they should go and even when they are old, they will not turn from it.' and 1 Peter 3:8 'Be sympathetic, love one another, be compassionate and humble.'

This is the reason we do everything we do.

Context

Dunnington CE Primary School is an academy having converted from voluntary controlled status in March 2018. We were one of the founding members of the South York Multi-Academy Trust (SYMAT). In September 2025, we became part of the Yorkshire Learning Trust (YLT) formed through the merger of SYMAT and the nearby STAR MAT. YLT comprises 17 partner schools, serving approximately 7000 students and 1000 staff. The Trust is a mixed MAT which includes community schools and previously voluntary controlled and aided schools. The values of both legacy MATS were closely aligned with a central focus on the education and wellbeing of all of our young people; the Trust's core values of inclusion, aspiration, collaboration and integrity ensure that every young person has a true sense of belonging within their school community and know that they really matter.

Dunnington CE Primary School serves the village of Dunnington, located 4 miles east of the City of York. As a Church of England Academy, we have close links with the parish church of St Nicholas in Dunnington and are very well supported by the ministry team.

Our school remains at the heart of the village, serving our community. Up until September 2025, we were a one form entry school; however, as pupil numbers have reduced in recent years due to a declining birth rate and little housing movement within the village, we made the difficult decision to move to 6 classes as a result of significant financial pressures.



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Attendance at the school is high and always above national and LA average; attendance for 2025-2026 was 96% with persistent absence at 7.4%. When children are struggling to attend school, we work hard to support and engage families and remove any barriers to attendance alongside a range of external professionals.

Behaviour at the school is consistently excellent. This was noted in our recent SIAMS inspection and is always commented on when we have visitors to the school. The level and complexity of need that some of our learners present with has meant that we have worked hard to ensure we are able to provide the best provision for all of our learners, especially our most vulnerable: lots of staff CPD has gone into raising the awareness of different types of SEND, various needs and how to meet them within the classroom alongside a real focus on belonging and mattering. We provide a universal offer so all children can be truly included. As part of this work, we achieved the ADHD Friendly Schools Award (February 2025).

We have had a number of suspensions in the last three academic years. This is always a last resort, the decision is never taken lightly and suspension has only ever been used to safeguard pupils and staff. We are proud of the work we have done with families and a full range of external professionals to ensure that children with complex needs receive the high levels of bespoke support and provision required to meet their needs. Last academic year there have been three suspensions, a significant reduction on the previous two years.

Pupils achieve well at Dunnington CE Primary School. Progress and attainment data over time evidences strong outcomes across all curriculum areas. We are working hard to ensure that every single learner continues to be able to flourish, thrive and be happy here at Dunnington.



Safeguarding

Priority: Children feel safe and secure in school and understand how to keep themselves safe through our broad, balanced and carefully considered curriculum.

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE	RAG RATING		
						Au	Sp	Su
To strengthen pupils' understanding of online safety through the introduction of a whole-school Online Safety Week, promoting safe, responsible and respectful use of technology.	Establish an Online Safety Week working group and agree annual theme linked to current safeguarding priorities. Audit current online safety provision across Computing, PSHE and safeguarding curriculum. Plan a whole-school programme of activities, assemblies and lessons for all year groups. Source high-quality resources from recognised organisations and adapt them to meet pupil needs. Deliver staff training on current online safety issues and key teaching messages. Hold a launch assembly introducing the theme and key	An annual Online Safety Week is established and embedded within the school calendar. All pupils participate in age-appropriate online safety learning activities. Staff receive training to ensure consistent delivery of online safety messages. Parents are engaged through workshops, information sessions or shared resources. Pupils demonstrate improved understanding of online risks, digital resilience and responsible online behaviour. Pupil voice surveys show increased confidence in recognising and responding to online safety concerns.	Computing lead supported by headteacher. Class teachers Link Governor	Autumn Term Audit completed. Annual theme identified. Resources and staff training prepared. Spring Term Online Safety Week delivered. Parent engagement activities completed. Pupil voice collected. Summer Term Impact evaluated. Improvements identified. Event incorporated into the annual school calendar.	Supply day for computing lead to support planning Staff CPD sessions			



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	messages for the week. Deliver age-appropriate classroom learning covering topics such as cyberbullying, privacy, misinformation, gaming and healthy screen use. Invite external speakers, police liaison officers or safeguarding partners where available. Provide a parent workshop, information session or online resources to support families. Celebrate learning through displays, competitions, pupil pledges and newsletters. Conduct pupil voice surveys before and after the week to measure impact. Evaluate impact and incorporate improvements for the following year.	Online safety is regularly reinforced throughout the year and linked to the wider PSHE and computing curriculum.						
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Inclusion

Priority: Embed culture of belonging and mattering where the needs of all children are met, regardless of their starting points, so that they are able to flourish here at Dunington CE Primary School.

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE	RAG RATING		
						Au	Sp	Su
To develop and implement a robust assessment system for pupils working at pre-key stage standards, enabling accurate identification, monitoring and reporting of progress across the curriculum.	Audit current assessment practices for pupils working below national curriculum expectations. Identify strengths, weaknesses and gaps.	Staff accurately assess pupils working below age-related expectations.	SENDCO supported by headteacher.	Appropriate assessment framework developed Autumn 1	Staff CPD meetings			
		Progress for pupils with significant SEND is measurable and evidenced.	Teachers and teaching assistants.	Staff CPD Autumn 2	Possible investment in assessment system.			
	Research and select an appropriate assessment framework (e.g. Engagement Model, B Squared, Evidence for Learning, MAPP or bespoke progression framework).	Assessment information informs planning and intervention.	Link Governor	Baseline children - Autumn 2	Supply to cover pupil progress meetings			
	Establish clear assessment pathways for identified pupils, including baseline assessments and small-step progression statements.	Leaders can evaluate the impact of provision for pupils working at pre-key stage standards.		Termly pupil progress meetings/ evaluation of provision/ review of outcomes				
	Develop assessment guidance and exemplification materials	Governors receive meaningful information about progress and outcomes.		Moderation - spring and summer				
				Share progress with parents -				



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	to support consistent judgements. Deliver staff training on use of the assessment system, observation, evidence collection and next-step planning. Introduce moderation opportunities across school and with external partners where possible. Use assessment information to evaluate effectiveness of provision, interventions and EHCP outcomes. Share progress information with parents in an accessible and meaningful format. Evaluate impact of the assessment framework and refine for the following academic year.			Summer Evaluate and refine - Summer 2				
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Curriculum and Teaching

Priority: All pupils will benefit from excellent teaching and carefully considered curriculum delivery.

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE	RAG RATING		
						Au	Sp	Su
Successfully implement and embed the revised curriculum so that all pupils acquire knowledge and skills progressively, retain key learning over time and achieve highly across all subjects. Particular focus on: Art Design and Technology French Computing PSHE PE	Review curriculum maps for art, DT, French, Computing, PSHE and PE Refine curriculum maps for history, science, geography and RE taking into account last year's reviews. Structured CPD delivered each half term on curriculum intent, sequencing and pedagogy, allowing time for collaborative planning and review. Termly Book looks and gathering of pupil voice - looking at how areas and topics progress across a key stage and how knowledge is retained/ developed.. Trust peer review .	Staff demonstrate secure understanding of curriculum intent and progression. Book looks/ learning walks show progression across year groups in core and foundation subjects. Book looks show gaps identified in 2025-2026 cycle have been taken into account and addressed. Pupil voice - shows that learning is retained and that children are inspired by what they learn. Book looks and pupil voice show increased awareness of significant figures from York and a range of other cultures. Book looks show a focus on local study of York.	SLT members with a focus on curriculum overseen by headteacher - oversee coverage and are responsible for ensuring coverage in lessons matches plans. Subject Leads - support for teachers - planning and resourcing subjects. Class teachers - Responsible for ensuring curriculum plans are followed and delivered.	July 2027 Curriculum leads support subject leads to review long term plans Autumn 1. Termly book looks and pupil voice show appropriate coverage and progression. History, Geography, Science, Art, DT (Aut 2) French, PSHE. PE (Spring 2)	2 x supply days - curriculum leads 5 x supply days - book looks/ planning. Additional supply time may be necessary if teachers need more support with planning and delivery. Half termly staff CPD sessions.			



Curriculum and Teaching

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		Reduction in prejudicial incidents. Outcomes across foundation and core subjects improve and are sustained over time.						
Deepen teachers' knowledge and skills in the teaching of writing, so that quality first teaching is embedded consistently in classrooms.	Development day for headteachers and subject leads: how can schools create a culture in which all children can succeed in writing. Trust inset days introducing leading English programme and sharing best practice. Delivery of 9 video CPD sessions in twilights focussing on teaching practice - term 1 secures foundations, term 2 strengthens craft and term 3 sharpens precision and responsiveness. Three cross Trust moderation sessions. CPD to support transitions	School leadership champions the potential of disadvantaged children and fosters among all colleagues the belief that every pupil can achieve greater depth in writing Best practice in the teaching of writing becomes a sustained CPD focus, with improvements driven by training sessions led internally by subject leaders. Schools' connection with the wider Trust is strengthened through cross-MAT training and moderation days. A growing central bank of children's writing from across the Trust demonstrates what pupils can achieve and	Leading English/ YLT CPD delivery. Writing subject lead supported by headteacher. Class teachers - implementation within classrooms Link Governor	Launch September 2026 Inset Day October 2026, February 2027 and May 2027 Termly online sessions with English lead Termly moderation 3 twilight sessions per term	Supply for subject lead to attend sessions and monitor. 3 twilight sessions a term. Additional hours for staff to attend inset days.			



Curriculum and Teaching

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	from EYFS to KS2.	provides evidence to support professional development. The process puts theory into practice and asks colleagues to be reflective about the changes they make in their classrooms.						
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Achievement

Priority: All pupils will make exceptional academic progress

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE	RAG RATING		
						Au	Sp	Su
Reduce gender disparities in attainment and progress across the curriculum, with a particular focus on increasing girls' attainment and greater depth outcomes, through high-quality teaching, targeted support and the promotion of positive learner identities.	Monitor pupil voice, lesson participation and attainment termly. Audit participation and challenge opportunities by gender. Review whether teachers are unconsciously directing extension questions more frequently to boys. Conduct gender-focused lesson observations with analysis of questioning patterns. Complete book scrutiny of challenge opportunities by gender. Develop staff understanding of strategies that promote girls' confidence and mathematical identity: - Think-pair-share before taking answers. - No hands up	Termly data shows gender gap in attainment is reduced with more girls achieving combined greater depth in all year groups. Girls' progress, particularly in maths, matches that of boys. Pupil voice indicates increased confidence and engagement amongst girls. Pupil voice shows all learners have positive perceptions of themselves as readers, writers and mathematicians. Learning walks show that all staff confidently use strategies to engage and challenge girls across the curriculum, particularly in maths. Learning walks show high	SLT with responsibility for core subjects supported by headteacher. Class teachers - ensure they actively evaluate how they engage girls in lessons and implement strategies to promote girls' confidence. Link Governor	July 2027 Aspirational target setting for girls Autumn 1 Pupil progress meetings focussing specifically on girls' achievement Spring 1 and Summer 1. Learning walks and book looks Autumn 2 Half termly staff CPD meetings Stem ambassador visits and links with secondary schools	1 x supply day learning walks and book looks Half termly CPD meeting time			



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	questioning. • Cold calling in a supportive culture. • Structured mathematical sentence stems • Use "low threshold, high ceiling" tasks where all pupils access the same rich mathematical thinking. • Plan Greater Depth opportunities in every lesson rather than as a reward after completing core work • Celebrate effort, reasoning and resilience rather than speed. Establish targeted enrichment and Greater Depth support for girls with potential to exceed expectations. • STEM ambassador visits. • Female engineers, scientists or mathematicians speaking to pupils. • Cross-phase links with secondary STEM programmes. • Girls' maths club. • Participation in maths	participation from all pupil groups. Increased participation in enrichment opportunities particularly dominated by one gender.		ongoing throughout year.				
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	challenges and competitions. Share stories of female mathematicians and scientists throughout the curriculum. Ensure displays and resources represent women in STEM careers.							
Raise achievement for lower-attaining pupils in reading and mathematics by ensuring that learning is precisely matched to need, barriers are identified and addressed promptly, and all pupils are supported to make strong progress from their starting points.	Identify lower-attaining pupils and those at risk of underachievement through termly assessment and pupil progress meetings. Monitor progress of identified pupils at least half-termly and adapt provision accordingly. Continue to develop staff understanding of adaptive teaching strategies that support lower attainers whilst maintaining ambition; embed these ensuring scaffolding supports access to age-related learning without lowering expectations. Share effective practice through coaching, peer observations and team teaching.	At least 90% of identified lower-attaining pupils make expected progress in reading and mathematics. Increased proportion of lower-attaining pupils achieve age-related expectations. Gaps between lower-attaining pupils and their peers diminish across year groups. Monitoring demonstrates consistently effective adaptive teaching. Pupil voice shows improved confidence and engagement in reading and mathematics.	Headteacher - oversee monitoring. Subject Leads and SENDCo - deliver CPD and conduct learning walks alongside headteacher Class teachers ensure effective adaptive teaching strategies are embedded and that lower attainers are targeted through whole class teaching and strategic intervention.	Target setting Autumn 1 Pupil progress meetings Spring 1 and Summer 1 Half termly CPD Learning walks and book looks Autumn 2	1 x supply day learning walks and book looks Half termly CPD meeting time			



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	Where appropriate, use teaching and support staff strategically to implement targeted interventions focussing on identified gaps in reading and mathematics. Review intervention impact regularly and adjust provision where necessary. Develop reading fluency and comprehension • Implement targeted fluency support for pupils below age-related expectations. • Provide additional opportunities for guided reading and vocabulary development. • Ensure regular reading practice both in school and at home. • Monitor reading engagement and reading mileage for identified pupils. Develop mathematical fluency and reasoning • Prioritise number		Link Governor					
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	fluency and recall of key facts through regular practice. • Provide additional opportunities for overlearning and retrieval. • Develop pupils' confidence in using mathematical language and explaining their thinking. • Ensure lower attainers access reasoning and problem-solving opportunities through appropriate scaffolding. Strengthen parental engagement • Share practical strategies with parents to support reading and maths at home. • Develop communication around individual targets and next steps. • Monitor engagement and provide additional support where needed.							
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	Monitor impact rigorously • Conduct learning walks focused on provision for lower-attaining pupils. • Use book scrutiny to evaluate progress and curriculum access. • Gather pupil voice to assess confidence, engagement and attitudes to learning. • Report progress and impact termly to governors.							
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Attendance and Behaviour

Priority: Improve attendance of vulnerable leaders.

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE	RAG RATING		
						Au	Sp	Su
To improve attendance and reduce persistent absence among vulnerable groups, particularly pupils with SEND, so that all pupils can fully access learning, achieve well and develop a strong sense of belonging within school.	Complete a detailed attendance analysis for all vulnerable groups, identifying patterns, barriers and key pupils requiring support. Introduce termly SEND attendance reviews involving the SENDCo, Attendance Lead and class teachers. Create individual attendance support plans for pupils whose attendance falls below agreed thresholds. Strengthen relationships with families through early intervention meetings and regular communication. Identify and remove barriers to attendance, including anxiety, sensory needs, friendship	SEND attendance is at least in line with, or significantly closer to, whole-school attendance. Persistent absence for pupils with SEND reduces from baseline. All vulnerable pupils below attendance thresholds have individual attendance support plans. Barriers to attendance are identified quickly and addressed through targeted support. Attendance monitoring systems enable timely intervention and effective partnership working with families. Parent engagement with attendance processes	Headteacher DDSL SENDCO Administrative team Link Governor	Autumn Term Attendance audit completed. Priority pupils identified. Individual support plans established. Parent meetings held. Spring Term Multi-agency support in place where required. Pupil voice collected. Mid-year attendance review completed. Summer Term Impact evaluated. Persistent absence reduced. Good practice	Time for attendance team to meet at least termly			



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	issues, transport challenges or medical needs. Continue to develop flexible transition and morning support arrangements for identified pupils with SEND. Use pupil voice to understand attendance barriers and identify strategies that support regular attendance. Continue to work closely with external agencies where appropriate, including Educational Psychology, CAMHS, Early Help and attendance services. Celebrate and reward improvements in attendance through personalised recognition and positive reinforcement. Report attendance of vulnerable groups to governors termly and evaluate impact of interventions.	improves. Leaders and governors regularly review attendance data and evaluate the impact of interventions. Pupils with SEND report feeling safe, included and supported to attend school.		embedded into attendance procedures.				
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Personal Development and Well-Being

Priority: Improve the quality of play across the school day

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE	RAG RATING		
						Au	Sp	Su
To embed and sustain the second year of the OPAL programme, ensuring high-quality, inclusive and engaging play opportunities that enhance pupils' wellbeing, behaviour, physical development and sense of belonging.	Complete an OPAL audit and identify priorities for Year 2 development.	Pupil voice demonstrates high levels of enjoyment and engagement during playtimes.	OPAL lead supported by headteacher	Autumn Term Year 2 OPAL audit completed. Resource and site development priorities identified. Staff refresher training delivered. Pupil play leadership group established. Spring Term New play opportunities introduced. Inclusion audit completed. Community resource partnerships expanded. Mid-year impact review undertaken. Summer Term Final OPAL	Supply to allow for working group meetings to take place and for OPAL lead to complete audits and other associated paperwork.. Regular OPAL assemblies			
	Develop play provision further through enhancement of play zones, loose parts and outdoor environments.	Behaviour incidents at playtimes remain low or reduce further.	OPAL working group					
	Continue staff training to develop confidence in facilitating, rather than directing, play.	Participation in different play zones and activities increases.	Play team					
	Strengthen the role of play leaders and pupil voice groups in shaping provision.	All staff report confidence in supporting OPAL provision.						
	Increase opportunities for inclusive play, ensuring SEND pupils can fully access all areas and activities.	Increased range of play resources and environments available across the school.						
	Develop community partnerships to source resources, volunteers and	Positive feedback from pupils, staff, parents and OPAL mentor visits.						
		Successful completion of second-year OPAL development milestones.						



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	expertise. Review and improve storage, organisation and maintenance of play resources. Monitor the impact of OPAL on behaviour, wellbeing, attendance and social interaction. Engage parents through newsletters, updates and community events celebrating OPAL. Prepare for OPAL assessment/accreditation visits and complete remaining development milestones.			developments completed. Accreditation preparation completed. Evaluation report shared with governors. Priorities for long-term sustainability agreed.				
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Early Years

Priority: All children make strong progress from their starting points, with a particular focus on communication and language and literacy.

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE	RAG RATING		
						Au	Sp	Su
To strengthen the quality and consistency of adult-child interactions in EYFS, ensuring practitioners skillfully support, challenge and extend children's language, communication and learning through purposeful play and sustained shared thinking.	Develop staff expertise in high-quality interactions - Deliver CPD on sustained shared thinking and effective questioning. - Develop staff understanding of when to intervene and when to observe. - Use video reflection, coaching and peer observations to improve practice. - Share examples of highly effective interactions during team meetings. Establish a consistent interaction approach - Agree EYFS	Adults consistently use high-quality questioning, modelling and sustained shared thinking. Learning walks demonstrate effective interactions across all areas of provision, including outdoors. Children use increasingly ambitious vocabulary and can explain their thinking. A greater proportion of children achieve age-related expectations in Communication and Language. Children demonstrate high levels of engagement, independence and curiosity.	Early years lead supported by headteacher EYFS and Y1 staff	January 2027 CPD Autumn 1 Learning Walks Autumn 2	1 x supply day early years lead to develop CPD Team meeting time for reception and year 1 staff Investment in indoor and outdoor resources as required,			



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	interaction expectations and non-negotiables. • Develop common language and questioning prompts. • Ensure all adults consistently model ambitious vocabulary. • Use interactions to extend children's thinking rather than direct play. Improve language-rich environments • Audit indoor and outdoor provision to maximise opportunities for meaningful conversation. • Enhance opportunities for storytelling, role play and enquiry. • Introduce key vocabulary linked to curriculum themes and children's interests. • Ensure high-quality interactions occur across all areas of provision, particularly outdoors.	Assessment data shows strong progress from baseline starting points.							
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	Focus on the least confident communicators • Identify children with weaker language and communication skills early. • Provide targeted opportunities for adult interaction throughout the day. • Monitor engagement and language development closely. • Engage parents in supporting communication at home. Monitor and evaluate impact • Conduct regular interaction-focused learning walks. • Use observation records and floor books to evaluate children's language and thinking. • Gather pupil voice through conversations about learning. • Monitor progress in Communication and Language and Literacy throughout the year.							
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To ensure all children make strong progress in phonics from their starting points, enabling an increased proportion to achieve or exceed age-related expectations in early reading by the end of Reception	Revisit Little Wandle CPD to ensure continued fidelity to the programme.	High fidelity to the school's phonics programme is evident across EYFS.	Early years lead supported by headteacher	July 2027	1 x supply day early years lead to develop CPD			
	Provide coaching opportunities for those less confident in delivering phonics.	Children identified as at risk of falling behind receive timely support.	EYFS and Y1 staff	Ongoing CPD				
	Monitor teaching through learning walks, team teaching and coaching.	Increasing numbers of children achieve expected phonics milestones throughout Reception.		Investment in reading books Autumn 2026				
	Embed opportunities for phonics application throughout the EYFS environment.	The proportion of children entering Year 1 with secure phonic knowledge increases.		Learning Walks Spring				
	Strategic use of staffing to ensure interventions happen and are impactful.	Children demonstrate confidence and independence when decoding unfamiliar words.		Half termly assessment, review and planning	Team meeting time for reception and year 1 staff			
	Enhance parental engagement through workshops and information.	Outcomes in the Year 1 Phonics Screening Check improve and return to above national averages			Investment in reading books to be sent home			
	Invest in decodable books so these can be sent home and practised at home.							



Leadership and Governance

Priority: Governors are knowledgeable of their statutory duties and carry them out effectively.

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE	RAG RATING		
						Au	Sp	Su
To further develop the effectiveness of governance so that governors provide robust challenge and support, holding leaders rigorously to account for school improvement, pupil outcomes and the quality of education.	Undertake governance skills audit to identify strengths, training needs and areas for development.	All governors complete relevant training in data, finance, safeguarding and strategic governance.	Chair of Governors	Autumn Term Governance skills audit completed.	Supply staff to allow for meetings between staff and link governors.			
	Review and revise link governor roles to align with SDP priorities and statutory responsibilities.	Governors have a secure understanding of school performance data, including outcomes for vulnerable groups.	Headteacher	Training programme established.				
	Develop an annual governor monitoring schedule linked directly to SDP priorities.	Link governor monitoring is strategically aligned to SDP priorities and produces measurable impact.	SLT/SENDSCO - workshop deliver	Link governor roles reviewed.	Planning time for workshops as required.			
	Ensure link governors undertake focussed visits linked to school priorities and report the findings to the governing board.	Governors ask challenging questions that focus on pupil outcomes, curriculum effectiveness and the impact of leadership actions.	Link Governors	Monitoring calendar agreed.				
	Provide focussed workshops linked to areas where governors may wish to develop their understanding such as inclusion.	Monitoring reports provide clear evidence of challenge, support and follow-up actions.	Trust Governor Lead	Spring Term Governors undertake monitoring visits. Evidence of challenge recorded in minutes.				
				Summer Term Governance impact evaluated. Self-evaluation completed. Priorities for the following year identified.				



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	Conduct annual governance self-evaluation and identify next steps for improvement.	Governors can explain the school's strengths, areas for development and progress against improvement priorities. Leaders demonstrate how governor challenge has informed decision-making and accelerated improvement. External review or self-evaluation confirms governance is highly effective in holding leaders to account.						
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