

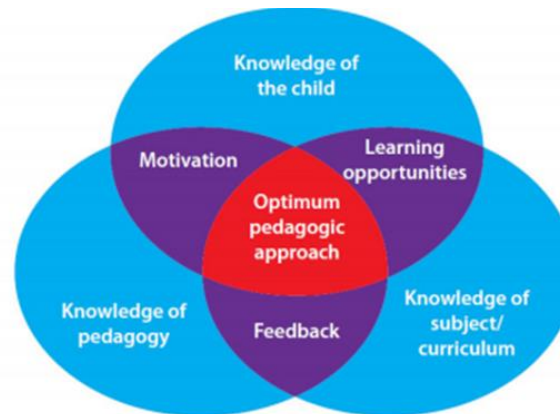
Chawton Church of England Primary School School Improvement Plan 2025-2026

Rationale

All development at Chawton CE Primary School builds towards achieving an optimum pedagogic approach for learning – meaning the best possible way to lead the learning taking place within our classrooms. In doing so, we recognise the importance of our:

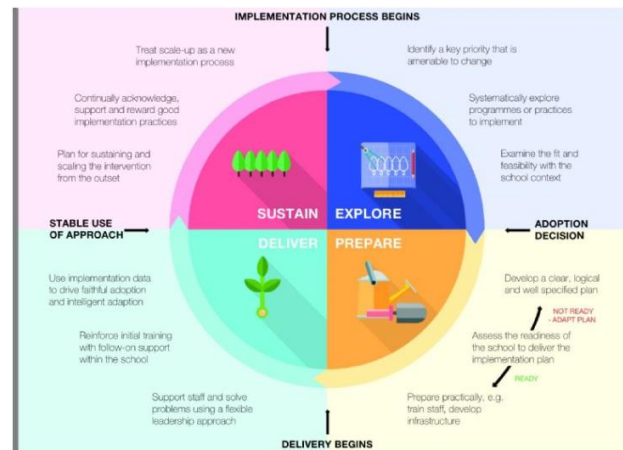
- knowledge of the child (our WHY!)
 - knowledge of pedagogy (our HOW!)
 - knowledge of subject/curriculum (our WHAT!)
- and equally the role of feedback, motivation and learning opportunities.

The optimal pedagogical approach is not a one-size-fits-all solution, but rather a flexible framework that adapts to the specific learning context, subject matter, and learner characteristics. It involves a combination of strategies that promote active engagement, critical thinking, and meaningful learning experiences. Effective pedagogy also emphasises creating a supportive and inclusive learning environment that caters to diverse needs and backgrounds.



At each stage of implementing any change, we recognise the need to explore, prepare, deliver and sustain to ensure that the changes are embedded and impactful in the long term. We recognise that change doesn't happen overnight! Underpinning our school improvement plan is an understanding that development is a living and breathing process, one that requires professional reflection and improvement along the way. We are passionate about developing a strong learning and deep thinking culture within our school community at all levels and are relentlessly optimistic about our vision for all learners at Chawton CE Primary.

During this academic year, the leadership team have been in the EXPLORE phase of the new priorities – researching, reading widely evidence-based approaches, attending CPD events to support our subject knowledge in the key areas and reflecting strategically together.



Key Priority 1	Key Priority 2	Key Priority 3
<p align="center">CURRICULUM</p> <p>Ensure the curriculum meets the needs of all children particularly SEND and pupil premium.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #00aaff; padding: 5px; margin-bottom: 2px;">Knowledge of subject</div> <div style="background-color: #00aaff; padding: 5px; margin-bottom: 2px;">Knowledge of pedagogy</div> <div style="background-color: #00aaff; padding: 5px;">Knowledge of the child</div> </div>	<p align="center">ATTAINMENT</p> <p>Raise attainment to close the gaps in children's knowledge and understanding in Key Stage 2.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #00aaff; padding: 5px; margin-bottom: 2px;">Knowledge of subject</div> <div style="background-color: #00aaff; padding: 5px; margin-bottom: 2px;">Knowledge of pedagogy</div> <div style="background-color: #00aaff; padding: 5px;">Knowledge of the child</div> </div>	<p align="center">LEADERSHIP</p> <p>Embed leaders' and governance capacity and knowledge to improve outcomes across the school.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #00aaff; padding: 5px; margin-bottom: 2px;">Knowledge of subject</div> <div style="background-color: #6a3d9a; padding: 5px; margin-bottom: 2px;">Feedback</div> <div style="background-color: #6a3d9a; padding: 5px;">Learning opportunities</div> </div>

Priority 1: CURRICULUM - Ensure the curriculum meets the needs of all children particularly SEND and pupil premium.

Problem (Why?)	Intervention Description (What?)
<p>Following a change to the long-term planning due to an overloaded curriculum, work has taken place to develop plans that ensure full curriculum content is covered at the right time in children's development and with enough depth. As there are only 4 class teachers, one of whom is an ECT, there is increased leadership responsibility across the team and so skilful use of resources and drawing on the expertise of others beyond the school and within it is vital. It is also imperative that the curriculum is manageable and sustainable so that pupils learn and remember more and are not disadvantaged by capacity issues.</p> <p>Across the school, pupil premium children and children with SEND do not achieve as highly as children without SEND or who are not PP.</p>	<p>Active ingredient 1: Ensure that the long-term curriculum maps and planning underpinning them, for all classes and cycles, have been updated to the new structure.</p> <p>Active ingredient 2: Provide adequate subject-leadership time to key members of staff to monitor standards and plan/deliver high quality CPD to colleagues.</p> <p>Active ingredient 3: Ensure that meaningful assessment provides an accurate picture of pupil success across all subjects.</p>

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
<p>CURRICULUM CONTENT and PLANNING</p> <ul style="list-style-type: none"> - ZD and EB, alongside subject-leaders, to analyse curriculum maps and ensure that there is full curriculum coverage across the two-year cycle. - Teachers know what the children need to know by the end of each unit of work, planning is varied for different learners and planned assessments have been created that will be able to evidence this. - Enrichment activities and clear hooks are identified to engage children. <p>LEADING and MONITORING</p> <ul style="list-style-type: none"> - Provide time for subject leaders to write action plans with detailed monitoring timetable for across the year. - Create timetable for subject leaders to carry out learning walks, work sampling and pupil conferencing and have been given time to report back to teachers and SLT. 	<p>SHORT TERM (by Christmas)</p> <ul style="list-style-type: none"> - Key knowledge will have been identified for each year group from EYFS to Y6. - Teachers have planned sequences of lessons for each subject that enable all children to know more and remember more. - Assessment activities capture the right information to make accurate assessments. - Staff meetings for each subject have been delivered, looking at planning effective sequences of learning for all learners. - Subject leaders have carried out learning walks and work sampling and have fed back to teachers. - Subject leaders have worked with each teacher to evaluate plans and record changes. - Teachers have detailed the resources that are needed to teach their units of work and have ordered these in good time. 	<ul style="list-style-type: none"> - All curriculum maps are completed and published on the school website. - Teachers are accurate in their assessments. - Children's assessments show that children know and remember more in all subjects. - Children with SEND or who are PP have made good progress against their starting points. - Teachers feel well supported in teaching the foundation subjects.

<p>- SLT monitor subjects alongside subject leaders to ensure there is variation for all learners so they are able to know more and remember more.</p> <p>- Subject leaders to review units of work alongside teachers and adapt as necessary.</p> <p>RESOURCING</p> <p>- Audit of resources by subject leaders.</p> <p>CPD</p> <p>- Subject leaders deliver CPD around planning of sequences of learning and retrieval activities, particularly to support the most vulnerable learners.</p>	<p>MEDIUM TERM (by Easter)</p> <p>- SLT and subject leaders have reviewed planning and impact - changes in light of this.</p> <p>- Subject leaders have delivered staff meetings supporting teachers fine-tuning assessment and retrieval activities.</p> <p>- Planning and assessment of subjects is in place and precise.</p> <p>LONG TERM (by the end of the summer term)</p> <p>- Planning and assessment of subjects is in place and precise.</p> <p>- Subject leaders and SLT have carried out a full review of the planning, provision and delivery, and adjustments have been made in light of this.</p> <p>- Teachers have made accurate assessments within subjects, which have been added to children's reports.</p>	<p>- Pupil books provide tangible evidence that a broad and balanced curriculum is being taught.</p> <p>- Pupils are 'hooked' into different subjects through the planning and delivery of enrichment events.</p>
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Priority 2: ATTAINMENT - Raise attainment to close the gaps in children's knowledge and understanding in Key Stage 2.

Problem (Why?)	Intervention Description (What?)
<p>Children in vulnerable groups do not achieve as highly as children in other groups across the school. Some children have a number of gaps in their learning which means they do not secure ARE or higher. See data in Arbor. A whole school strategy needs to be put in place to raise attainment in multiplication.</p> <p>The curriculum is crowded: work needs to be done to ensure teaching deepens children's understanding of concepts so they can build on this in subsequent sequences of learning.</p> <p>CPD last year had to be predominantly reactive due to position of the school in Sept 2024. Task variation, including appropriate scaffolding, needs developing to help children's become more independence. Moderation across year groups is in place but widening this to working with cluster schools will help teachers feel more secure in their judgments and next steps. Interventions are in place and support closing children's gaps but HQFT needs developing to ensure adaptive / responsive teaching is happening across the school.</p> <p>The marking and feedback policy needs reviewing and to then be shared with staff so there is consistency across all classes. Assessment system on Arbor needs to be set up with all teachers aware of where to record data. Children need to be taught how to be effective editors of their work and know how to improve, based on effective live and written marking.</p>	<p>Active ingredient 1: Staff are clear which children are at risk of not reaching ARE or beyond from the start of the year, and what their gaps in learning are.</p> <p>Active ingredient 2: All planning, including intervention planning, enables children who are at risk on not meeting ARE in English and maths to learn more and remember more.</p> <p>Active ingredient 3: High quality CPD to be delivered, that is proactive rather than reactive.</p> <p>Active ingredient 4: Feedback and marking policy will be revised to ensure consistency across all classes.</p> <p>Active ingredient 5: Increased parental awareness of child development and typical year group expectations in learning.</p>

Some parents have low expectations and are content with their children achieving less than the expected standards.

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
<p>CURRICULUM CONTENT and PLANNING</p> <ul style="list-style-type: none"> - Precise handover in Autumn term to identify children's gaps early on. - Teachers write curriculum plans that ensure children learn more and remember more. - Subject leaders and SLT support ECT in developing planning that meets the needs of all learners in class. - Targeted interventions developed to close small gaps for learners. <p>LEADING and MONITORING</p> <ul style="list-style-type: none"> - English and maths leaders review LT and MT planning to ensure new plans have precise and well-thought out learning opportunities. - Pupils progress meetings detail precise learning needs of identified children in each class. <p>ASSESSMENT, FEEDBACK and MARKING</p> <ul style="list-style-type: none"> - Feedback and marking policy will be revised to ensure consistency across all classes. - Review of assessment in all subjects and changes made. - Check all Arbor spreadsheets are in place. - Calendar of moderation in-house and across cluster set up. <p>CPD</p> <p>CPD programme to include:</p> <ul style="list-style-type: none"> - developing sequences of learning that build on prior knowledge - variation in task design - scaffolding - responsive / adaptive teaching - barriers to learning and how best to support - developing children to be editors of their work. <p>PARENTAL ENGAGEMENT</p>	<p>SHORT TERM (by Christmas)</p> <ul style="list-style-type: none"> - Teachers know who their target children are and what their gaps in learning are in core subjects. - LT and MT planning will have been reviewed for maths and English, with new plans that have precise and well-thought out learning opportunities, so children learn more and remember more. - Targeted interventions set-up. - CPD delivered on developing sequences of learning and task variation. - Assessment spreadsheets on Arbor have been created and shared with teachers. - Pupil progress meetings have taken place, and all stakeholders, including parents are aware of targets that have been created and how children will achieve these. - Sequences of learning in core subjects are in place, showing clear learning journeys, with key knowledge identified and assessed against. <p>MEDIUM TERM (by Easter)</p> <ul style="list-style-type: none"> - Live and written marking will be clear and precise so that children understand what they need to do next to improve. Review of targeted interventions show that small gaps have closed and children have been able to apply this in their learning in class. <p>Planning scrutiny, learning walks and work sampling has been carried out by subject leaders and actions put in place for any changes needed.</p> <p>LONG TERM (by the end of the summer term)</p> <p>Teachers are evidencing in their planning how they are supporting groups of children. Tasks are designed so children are able to access their work with increasing independence. Assessment in all subjects has been reviewed. End of year assessments have been completed.</p>	<ul style="list-style-type: none"> - More children are achieving ARE or greater by the end of the year. - Gaps in children's knowledge will have reduced and children will be able to make greater links between different areas of their learning. - Planning is based around the needs of the class, with work varied to support children across a range of abilities. - All teachers will have the skills to understand the best way to plan sequences of learning, vary work and scaffold it. - Children are more independent in their learning and feel a greater sense of pride in their work. - Live and written marking will be clear and precise so that children understand what they need to do next to improve. - Greater awareness by parents as to what their child needs to do to progress and the end of year expectations for the year group their child is in. - Termly monitoring of assessment indicates rise in attainment and progress. - End of year assessments provide useful information about the children and their next steps in learning. - Children identified in pupil progress meetings are on track to meet or have met their targets from the previous meeting.

Engage with parents through parent-workshops and other forms of communication to support them in understanding various aspects of child development and how they can help their child at home.	New targets have been set for identified children, with precise steps identified as to how they will meet them.	
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Priority 3: LEADERSHIP and GOVERNANCE - Embed leaders' and governance capacity and knowledge to improve outcomes across the school.

Problem (Why?)	Intervention Description (What?)
<p>Chawton is a small school with 4 class teachers, one of whom is an ECT and another is a teacher who completed their ECT year 2 this year. As such, leadership of key roles and subjects can only be allocated among a few members of staff, and the knowledge to lead these roles needs to be acquired by those new to them. This will take time to do and, in the meantime, means the majority of the roles will be shared between three members of staff (the HT, AHT and UKS2 teacher). This is not a sustainable model and so training staff who are new to leading a subject or those who are able to support in the leadership of subjects needs to be a high priority.</p> <p>Governors are supportive but are not always clear about the school's strengths and areas of weakness, which is necessary in order to provide the right support and challenge for the school. There needs to be greater clarity about the role and responsibilities of the governors within the school, recognising that their role is strategic and not operational. There are three places on the governing body that need to be filled: co-opted, foundation and parent.</p>	<p>Active ingredient 1: Through internal and external CPD, develop staff in their roles as subject leads.</p> <p>Active ingredient 2: SLT to work with subjects leaders to develop their ability to monitor their subject within the school and how to drive change.</p> <p>Active ingredient 3: Ensure that governors have a clear programme of CPD to support their understanding of their strategic role in school and develop their questioning skills.</p> <p>Active ingredient 4: Ensure that a system is in place for governors to carry out core functions including monitoring of curriculum areas.</p>

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
<p>DEVELOPMENT OF SUBJECT LEADERSHIP</p> <ul style="list-style-type: none"> - Induction for teachers new to subject leadership. - SIP shared with all staff – subject leaders to identify how this relates to their subject. 	<p>SHORT TERM (by Christmas)</p> <ul style="list-style-type: none"> - Action plans have been written by subject leaders, supported by SLT. - Subject leaders use monitoring activities to review action plan targets. 	<ul style="list-style-type: none"> - Staff have good understanding of how key school documents to the subject they are responsible. - Subject leaders are upskilled through CPD opportunities, positively impacting upon teaching & learning.

<ul style="list-style-type: none"> - Subject leaders to create action plans alongside SLT. - Subject leaders to look at training opportunities for themselves, to support them in their role (HIAS, as well as links with other schools and external associations), particularly in relation to how to support vulnerable children. - Each subject leader to hold at least one CPD session during year. <p>SUBJECT MONITORING and ASSESSMENT</p> <ul style="list-style-type: none"> - Develop use of data on Arbor and end of term assessments to focus on vulnerable groups. - Subject leaders to monitor their subjects in the autumn and spring term alongside SLT. <p>SCHOOL GOVERNANCE</p> <ul style="list-style-type: none"> - Actively seek to recruit new school governors based upon gaps in skillset current GB. - School governors use their action plan as a working document to drive improvement. - Data and school picture shared with governors so they have a clear and accurate understanding of school data and a picture of current attainment and progress data. - Governors to make contact with key staff about monitoring their area of responsibility in school. 	<ul style="list-style-type: none"> - Subject leaders have identified own CPD needs and have put in place external training or support from other schools. - Governors have made contact with their linked staff member and arranged dates to monitor with them. - Governors have attended relevant training. <p>MEDIUM TERM (by Easter)</p> <ul style="list-style-type: none"> - Subject leaders have created good avenues of communication with their link governor and provide them with a clear and accurate understanding of their subject. - Curricular governors have an accurate picture of attainment/progress of vulnerable groups in foundation subjects. <p>LONG TERM (by end of summer term)</p> <ul style="list-style-type: none"> - Relevant governors have shared their monitoring reports with subject leaders, SLT and governors. - Subject leader presents data and other information where the school sits in relation to that subject (with understanding that some subjects are being embedded and others are being reviewed and renewed) consistently and with clarity to school governor. - By the end of the academic year, subject leaders produce subject SEFs and action plans to inform next steps. 	<ul style="list-style-type: none"> - Subject leaders gain confidence through planning & delivering staff training. - Systematic subject monitoring and feedback becomes embedded. - Subject leaders are able to talk confidently about standards across the school in their subject, including identification of any vulnerable groups, what is in place to support them, and what impact this support is having. - Governors' training impacts upon their practice: governors have a shared understanding of what the governing body must do to become effective school leaders. - Governor Body is better placed to carry out core strategic role through a range of key skills and experiences. - Governors carry out monitoring activities and can report upon these with accuracy and confidence. - Governors can talk confidently about school standards (including that of vulnerable groups) and next steps.
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Please also refer to our assessment and monitoring calendar. Subject leadership action plans drill down even further with targets set against milestones.