



School Improvement Plan - Priorities 2025/2026



- ★ *Our School Improvement Plan reflects our KEY priorities identified following OFSTED (Nov 2021), SIAMS inspection (Oct 2023), areas identified through our self-evaluation (using the Ofsted school inspection toolkit 2025: https://docs.google.com/document/d/1w0fvhdDXxQfVCOxpCh5npukgNbr_wpDk/edit and end of 2024-25 SIP and data review.*
- ★ *It also includes actions from the new Governor Strategic plan and shared collaborative priorities of the BeSkilled group of schools.*
- ★ ***This document aims to bring all our actions together in one coherent form.***
- ★ *This year some of the actions are continuations of actions started in 2024-25 that need to be fully embedded/developed further.*
- ★ *These priorities will be closely linked to the year's Performance Management focus and resulting Continuing Professional Development needs.*
- ★ *Progress against the action points will be monitored by the Subject Leaders, Deputy Headteacher, Headteacher and Governing Body.*

	OVERALL FOCUS	PRIORITY:
1	Inclusion	Fully inclusive practices support our pupils swiftly and expertly
2	Curriculum and teaching	Our curriculum and teaching is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life
3	Achievement	ALL pupils make secure progress across the curriculum
4	Attendance and Behaviour	The school has a strong, shared culture of strong attendance and positive behaviour and attitudes to learning
5	Personal development and wellbeing	Pastoral support for pupils personal development and well-being is strong and fully inclusive
6	Early Years	Strong Early Years practice prepares our children for future learning
7	Leadership and governance	Leadership and governance is strong and remains so in the future
8	Learning Environment and Premises	Our school is utilised fully and provides a purposeful, inspirational learning environment

PRIORITY 1: INCLUSION

Fully inclusive practices support our pupils swiftly and expertly

SUCCESS CRITERIA:

- ★ Leaders have a keen understanding of the barriers that individual pupils face and tackle these swiftly and expertly. They systematically review adaptations, adjusting them as needed, so that they make a sustained difference to pupils' learning and/or well-being
- ★ Leaders make sure that the delivery of their pupil premium strategy is sustained and monitored effectively, including through ongoing training and support for staff.
- ★ The pupil premium strategy has a demonstrable positive impact on pupils' achievement and well-being.
- ★ Staff receive suitable training and support to implement the graduated approach well.
- ★ Staff systematically review adaptations and monitor the progress of pupils with SEND, adjusting as needed.

OBJECTIVES	ACTIONS	LEAD	START DATE	COST & COST CENTRE	End of term/year review
SLT to closely monitor and evaluate KS provision and practice to ensure support is appropriate	<ul style="list-style-type: none"> ● KS leads to be aware of the individuals in their KS that are disadvantaged/SEND and ensure their needs are being met through QFT - effective planning and adapted provision/intervention ● KS meetings regularly review adaptations and adjust as needed, seeking advice from SEND team/AL when needed ● AL/EP to review the PP strategy (24/25) and ensure it remains 'fit for purpose', adapting as needed 	AL KS leads EP/AL	Sept 25 Sept 25 Sept 25		
Practical, hands on support and advice readily available	<ul style="list-style-type: none"> ● Purple folders transition meeting (Aug INSET) to ensure staff are aware of the barriers faced ● Previous provisions in place from 2024-25 to begin swiftly and review as the term progresses ● Nurture provision in place from the start - planned and purposeful related to targets ● TKD and AL available to help and support in class ● TKD to support weekly and informally across the school - identifying any support/CPD required individually/whole-school 	TKD TKD TKD TKD/AL TKD	Aug 25 Aug 25 Aug 25 Aug 25 Aug 25		

<p>(OFSTED 2021 point for action) To monitor SEND provision</p>	<ul style="list-style-type: none"> SEND monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given TKD/FJ to identify any support/CPD required individually/whole-school as a result of this M&E 	<p>TKD TKD/FJ</p>	<p>Aug 25 From Aug 25</p>		
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PRIORITY 2 : CURRICULUM AND TEACHING

Our curriculum and teaching is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life

SUCCESS CRITERIA:

- ★ Every teacher understands the importance of the language and vocabulary specific to the subjects they teach and they explicitly teach these so that the curriculum extends pupils' language and vocabulary and increases their reading competency across all subjects.
- ★ Leaders take all reasonable steps to make sure that all pupils, including those with SEND, study an equally ambitious curriculum.
- ★ We have a clear professional development programme for all employees
- ★ CPD and the development of writing remains a priority and positive impacts are sustained
- ★ Teachers revisit important curriculum content and concepts regularly so that pupils learn them securely and remember them.

OBJECTIVES	ACTIONS	LEAD	START DATE	COST & COST CENTRE	End of term/year review
To have an effective, fully accessible curriculum	<ul style="list-style-type: none"> ● Review curriculum subjects in line with the new ofsted framework - create individual action plans to reflect school and National priorities ● Identify agreed intervention strategies and procedures and implement swiftly ● Monitor and evaluate intervention to assess effectiveness 	AL KS leads KS leads	Sept 25 Oct 25 Dec 25/ Mar/June 26		
To enhance learning and the curriculum through the use and opportunities provided through ICT to prepare children for a rapidly changing world.	<ul style="list-style-type: none"> ● Apply strategies across the school gained from INSET (AI) training. ● Identify & apply for funding/sponsorship to increase infrastructure to support with more devices. 	OR VC/OR	Aug 25 Nov 25		
Through the BeSkilled partnership, broaden quality learning experiences and cultural capital.	<ul style="list-style-type: none"> ● Develop wider enhanced opportunities - English - Oracy Focus Y5/6; Music Y1/2 ● Embed P.E , Music, Science, Maths through joint BeSkilled year group days ● Develop PE inter school competition programme of events ● Develop opportunities for children in Enhanced Resource Bases to work 	BeSk Heads All Ts AV ERB leads	Aug 25 Sept 25 Oct 25 Oct 25		

	<p>together</p> <ul style="list-style-type: none"> Build on Democracy across the Partnership to have a Be Skilled eco council enhancing children's voice on National issues (eg. Climate Action Plan) Embed BeSkilled pupil led collective worship / assemblies and opportunities. Develop Y6 career aspirations events and projects 	GK	Oct 25		
		ET	Nov 25		
		BeSk Hds	Oct 25		
Develop the curriculum information available to current and future Parents/carers (Website)	<ul style="list-style-type: none"> Revisit curriculum section on the school website to update general curriculum information Revisit subject pages on the school website and improve individual content Create a new website section for the new SEND provision to celebrate provision/practice 	AL	Sept 25		
		AL	Sept 25		
		EP/TKD	Sept 25		
To ensure writing opportunities are carefully planned and delivered to ensure expectations are met for ALL pupils.	<ul style="list-style-type: none"> To implement the new writing framework 2025: https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbeeb/Th_e_writing_framework.pdf Ensure pupils in early stages of learning to write, and older pupils not fluent in transcription, practise transcription skills in isolation (to avoid working memory overload) Embed the new Spelling programme to ensure accurate and fluent spelling Implement the new Handwriting programme across the school to ensure legible and fluent handwriting 	LDe/LDu	Oct 25		
		LDe	Oct 25		
		LDu	Aug 25	£220	
		LDe	Aug 25	£520	
Promote aspirational happy, valued staff through a programme of professional development and wellbeing.	<ul style="list-style-type: none"> Continue to provide CPD opportunities to all staff - developing a clear professional development programme in line with performance management Ensure performance management targets are manageable but are also aspirational Enable internal support staff to become Cover supervisors/HLTA to support with absence cover Enable PPA time to be extended to 1 day a fortnight instead of weekly half days and the opportunity to work from home Explore wellbeing offer for all staff (eg: time off for running a club) 	EP/AL	Aug 25	CPD pot £8000	
		PerfMgt team leaders	Oct 25		
		EP/AL	Oct 25		
		AL	Aug 25		
		AL/NR	April 26		

	<ul style="list-style-type: none"> NR to offer support for Staff Wellbeing through drop in sessions, raise awareness of the staff Wellbeing Actions Plans and signpost for support. Continue to enable opportunities for CPD - partly or fully funded e.g. NPQs. Ensure time to socialise in the staff room for support staff each term Continue with opportunities for teachers to remain in current year groups to reduce planning and workload. 	NR	Aug 25	<i>(paid for 24/25)</i>		
		EC/EP	Aug 25			
		NR	Dec/March /July			
		EP/AL	Aug 25			
Enhance teaching and learning across the BeSkilled Partnership.	<ul style="list-style-type: none"> Make the school leadership program (SPP) more bespoke to BeSkilled Share practice of support staff by enabling attendance at moderation meetings, meeting to share practice, shadowing across the partnership Strengthen the office collaboration to provide a platform for staff to share information, solve problems, and work together to improve school processes and pupil outcomes Consider roles across the BeSkilled Partnership that future-proofs sustainability/cost-effectiveness Continue to collaborate on joint CPD - focus of SEN 2025-26 	BeSk Heads	Sept 25			
		"	Nov 25			
		"	Oct 25			
		"	Nov 25			
		"	Feb 26			
Provide opportunities for support mentally, professionally and financially for all members of staff.	<ul style="list-style-type: none"> Wellbeing Lead to increase to 3 days Continue to enable opportunities for CPD - partly or fully funded e.g. NPQs. Staff to be informed of the external support that exists for financial difficulties 	EC/EP	Aug 25 /Jan 26			
		EC/EP	Aug 25			
		NR	Aug 25			
Build teams so experienced teachers are leading on areas of the plan.	<ul style="list-style-type: none"> AL and TKD to not have class teaching responsibility to support the strategic plan across the school: ★ AL to guide/support KS leads on key activities to be completed at key points in the year; data analysis and subject leadership ★ TKD to support with SEND provision and advice on a weekly basis and as needed Staff to complete their NPQs New but experienced staff to shadow/have key tasks delegated (through Perf Mgt) to share responsibilities and understand KS lead role SLT to closely monitor provision and practice to ensure consistency across year groups, key stages and classes 	EP	Aug 25			
		AL	Sept 25			
		TKD	Aug 25			
		AC; GK; LT	Aug 25			
		EP/AL	Oct 25			
		SLT/KS leads	Oct 25			

PRIORITY 3: ACHIEVEMENT
ALL pupils make secure progress across the curriculum

SUCCESS CRITERIA:

- ★ Over time, the difference between the attainment rate of the school’s disadvantaged pupils and those of all non-disadvantaged pupils nationally is broadly in line with the difference between the attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally.
- ★ Disadvantaged pupils achieve at least as well as their peers. Gaps between the achievement of disadvantaged pupils and that of non-disadvantaged pupils are narrowing quickly.
- ★ Any gaps in knowledge or skills are closed quickly.
- ★ Subject leaders understand how well pupils are achieving.
- ★ English attainment continues to improve across the school.

OBJECTIVES	ACTIONS	LEAD	START DATE	COST & COST CENTRE	End of term/year review
All leaders to ensure that pupils are making good progress across the curriculum	<ul style="list-style-type: none"> ● Ensure the Pupil Premium Strategy is ‘fit for purpose’ and based on research ● Set clear targets for all children that expects at least expected progress and accelerated progress for individual children ● Ensure QFT and targeted intervention is in place that enables progress to be made in identified areas and for identified children ● Monitor intervention and support for disadvantaged/SEND pupils and support where needed ● Work with KS leads regarding TA/DoL in order to support their teams and show correct/QA judgements ● Moderate within KS teams and across BeSkilled to confirm judgements made 	<p style="text-align: center;">EP</p> <p style="text-align: center;">EP/AL</p> <p style="text-align: center;">All Ts</p> <p style="text-align: center;">AL/TKD</p> <p style="text-align: center;">AL</p> <p style="text-align: center;">All Ts</p>	<p style="text-align: center;">Aug 25</p> <p style="text-align: center;">Sept 25</p> <p style="text-align: center;">Sept 25</p> <p style="text-align: center;">Sept 25</p> <p style="text-align: center;">Oct 25</p> <p style="text-align: center;">March 26</p>	<p style="text-align: center;">PP £108,680</p>	
Subject leaders can talk with confidence	<ul style="list-style-type: none"> ● AL to meet with each subject leader to discuss what the data/impact is telling them and what they plan to do as a result 	<p style="text-align: center;">AL</p>	<p style="text-align: center;">Sept 25</p>		

about the impact of their curriculum					
<p>LINK TO PRIORITY 2</p> <p>To continue to develop writing provision and attainment across the school</p>	<ul style="list-style-type: none"> ● Maintain the new, effective practice introduced last year (eg VIPERS) ● To implement the new writing framework 2025: https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbeceb/The_writing_framework.pdf ● Ensure pupils in early stages of learning to write, and older pupils not fluent in transcription, practise transcription skills in isolation (to avoid working memory overload) ● Embed the new Spelling programme to ensure accurate and fluent spelling ● Implement the new Handwriting programme across the school to ensure legible and fluent handwriting ● Complete the Oracy Sparks Project provided by the LA 	<p>LDe/LDu</p> <p>LDe/LDu</p> <p>LDe</p> <p>LDu</p> <p>LDe</p> <p>LDu (AL)</p>	<p>Aug 25</p> <p>Oct 25</p> <p>Sept 25</p> <p>Aug 25</p> <p>Aug 25</p> <p>Sept 25</p>		

PRIORITY 4: ATTENDANCE & BEHAVIOUR

The school has a strong, shared culture of strong attendance and positive behaviour and attitudes to learning

SUCCESS CRITERIA:

- ★ Day-to-day processes to follow up absences are effective.
- ★ Leaders analyse attendance information closely for different groups and use this analysis well to identify the causes of poor attendance, tackle problems and remove barriers
- ★ All staff understand the importance of paying close attention to pupils' attendance, taking opportunities to promote good attendance, and acting on absence promptly.
- ★ Attendance across the school and for different groups is at least in-line with national averages
- ★ All pupils are positive about learning. They show this through their self-motivation, cooperation with staff, and collaborative and supportive work with one another.
- ★ The school's behaviour policy, culture and practice have a strong and sustained impact on improving pupils' behaviour and attitudes to learning.

OBJECTIVES	ACTIONS	LEAD	START DATE	COST & COST CENTRE	End of term/year review
All staff play their part in attendance matters	<ul style="list-style-type: none"> ● All staff alerted to children who are attendance concerns from 2024-25 	AL	Aug 25		
	<ul style="list-style-type: none"> ● Office staff quickly alert leaders to absence concerns from day one and follow agreed procedures 	JS	Aug 25		
	<ul style="list-style-type: none"> ● Teachers act on absence promptly and encourage/promote good attendance through regular communication with parents/carers and child 	All Ts	Aug 25		
	<ul style="list-style-type: none"> ● Attendance leads have a formalised process that is followed effectively by all parties to ensure absence is responded to accordingly 	AL/EP/NR /JS	Aug 25		
	<ul style="list-style-type: none"> ● AL monitors attendance informally daily and formally weekly, alerting NR to any required action 	AL	Aug 25		
	<ul style="list-style-type: none"> ● AL/NR/EP to complete house visits as/when needed 	AL/NR/EP	Aug 25		
	<ul style="list-style-type: none"> ● Attendance team to meet regularly to formally review and send necessary correspondence 	AL/EP/NR /JS	½ termly from Oct 25		
		AL	Oct 25		

	<ul style="list-style-type: none"> Data to be produced half termly to monitor whole-school and group and reported to FGB Reward system to return - 100%; school target (96%?) and improved attendance 	AL	Sept 25		
For the children to develop a sense of trust in themselves and those they interact with. Take responsibility for their actions and 'being their own police officer'	<ul style="list-style-type: none"> Continue to develop the 'St Botolph's Way' so all staff and children understand our core values and put them into practice daily showing mutual respect, tolerance and understanding Review the behaviour management system, alongside the children. What would a reward look like as a motivator? Are these answers the same across the school? Is this in line with "New Day Endless Possibilities"? Formalise & implement 'restorative behaviour' practice In-house CPD from those already ELSA-trained Encourage the children to stand up for what is right/wrong and utilise the support of adults when conflicts arise 	EP/AL	Sept 25		
		SLT	Oct 25		
		NR	Nov 25		
		NR	Jan 26		
		EP/NR	Aug 25		
To enrich children's sense of community, to look beyond their own horizons and to develop as compassionate members of society.	<ul style="list-style-type: none"> Provide opportunities to develop relationships and initiate interaction with those in the community eg. email correspondence, pen pals, linking projects. Identify & organise CPD eg: 95% de-escalation training, therapeutic training Members from the community to come in (AOWs, use church readers to come in for socials e.g. tea and cake). Begin to define what success looks like with above visitors Build on work done with the RotaKids through a BeSkilled random act of Kindness week Nurture our in-school community links to be even more meaningful (i.e. FS readers, Tree Frog helpers, buddy reading system) Community members to talk in assembly to give an idea of what 'success' is (eg: businesses, science, Dilip, past students) Start more formal FOSB kids 	JE	Sept 25		
		EP	Aug 25		
		MAH/DWh	Aug 25		
		SLT	Nov 25		
		BeSk Hds	Feb 26		
		LDe	Sept 25		
		NR	Jan 26		
		LH	Nov 25		

PRIORITY 5: PERSONAL DEVELOPMENT & WELLBEING

Pastoral support for pupils personal development and well-being is strong and fully inclusive

SUCCESS CRITERIA:

- ★ The take-up of the wider opportunities afforded to pupils, is expertly designed to meet the needs, ambitions and aspirations of disadvantaged pupils and those with SEND.
- ★ To further enable our children, adults and the community we serve to flourish by responding to the development points within our SIAMS inspection*

OBJECTIVES	ACTIONS	LEAD	START DATE	COST & COST CENTRE	End of term/year review
To ensure our wider opportunities programme is fully inclusive	<ul style="list-style-type: none"> ● Wider opportunities programme is reviewed to ensure it meets the needs ambitions and aspirations of disadvantaged pupils and those with SEND. Further reasonable adjustments are made where needed ● Analysis of 2024-25 club uptake to demonstrate accessibility/uptake by disadvantaged/SEND ● Consideration of alternative wider opportunities for our SEND resource base appropriate to need/demand/transport issues 	AL/TKD AL/TKD AI/TKD	Sept 25 Sept 25 Oct 25		
*To further embed the new SIAMS actions & continue to embed the EDI work (initially introduced in 2023-24)	<ul style="list-style-type: none"> ● Explicit teaching of the protected characteristics through w/s AOW and PSHE curriculum ● Deliver assemblies and collective worship that celebrates diversity and explicitly embraces British Values and discusses Black Lives Matter ● Continue Everybody's Welcome programme to encourage better understanding of fellow pupil, staff & wider community with protected characteristics ● Where appropriate give children with lived-experiences of protected characteristic an opportunity to share their experiences with other children (diabetes assembly etc) ● Continue all staff & Govs training in specific protected characteristics to ensure they can confidently support children's learning in this area. ● Plan annual M&E of different AOW by a variety of stakeholders across the year - including parents/carers to observe and feedback on AOW and ensuring pupil voice is regularly heard 	NR EP/NR AL/EP NR EP/EC ET	Sept 25 Sept 25 Aug 25 Sept 25 Sept 25 Nov 25		

PRIORITY 6: EARLY YEARS

Strong Early Years practice prepares our children for future learning

SUCCESS CRITERIA:

- ★ Staff from across the school understand the importance of the early years in laying the foundations for all future learning
- ★ Staff’s interactions with children are highly effective in improving children’s communication and language and vocabulary. This is the case within and across all areas of learning, especially for disadvantaged children and/or those with SEND.

OBJECTIVES	ACTIONS	LEAD	START DATE	COST & COST CENTRE	End of term/year review
All staff understand the importance of the early years	<ul style="list-style-type: none"> ● LD to lead a w/s staff meeting on EYFS ● As part of their CPD, all staff are to visit the EYFS for a morning/afternoon over the year ● Subject leaders to see their subject ‘in action’ ● ALL classroom based staff to observe a phonics lesson 	LDe All staff Subj Ls All staff	Nov 25 Sept 25 Sept 25 Oct 25		
Ensure all EYS practitioners are strong	<ul style="list-style-type: none"> ● CPD/support programme in place to ensure the EYS team at all levels are all highly effective in improving children’s communication, language and vocabulary 	LDe	Oct 25		

PRIORITY 7 : LEADERSHIP AND GOVERNANCE
Leadership and governance is strong and remains so in the future

SUCCESS CRITERIA:

- ★ Highly effective leadership leads to consistently high standards, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- ★ Leaders make sure that all staff feel highly valued, are supported to do their jobs effectively,
- ★ These standards are sustained over time.

OBJECTIVES	ACTIONS	LEAD	START DATE	COST & COST CENTRE	End of term/year review
To ensure a diverse Governing board who lead positive relationships whilst providing challenge and support.	<ul style="list-style-type: none"> ● An active role in the recruitment of the new Head teacher ● Collect data on the current board ● Review our recruitment processes for the Governing Body ● Continue training around Ofsted and the new framework ● Continue strategic planning review with staff on annual basis ● Adapt monitoring in line with changes to Ofsted ● Maintain good relationships between subject leaders and the responsible governor 	EC EC/KA EC/KA EC EC EC/EP All govs	Aug 25 Oct 25 Oct 25 Oct 25 Aug 25 Oct 25 Oct 25	Remaining Strategic dev Pot: £2371	
To maintain a trusting, compassionate SLT who are skilled and passionate about embedding and living out our ethos.	<ul style="list-style-type: none"> ● Recruit new Deputy Head ● Grow Family Wellbeing role ● Complete staff skills audit following completion of NPQ's ● Review SLT roles & responsibilities to ensure fit for next steps ● Encourage non-hierarchical SLT & team with regular meetings with ideas shared and considered. 	EP EP/EC AL EP/AL EP	Jan 26 Oct 26 Dec 26 Apr 26 Aug 25		

<p>Ensure an open and inclusive Head Teacher recruitment process ensuring that all voices are heard and strengths and values are maintained.</p>	<ul style="list-style-type: none"> ● Review vision statement to ensure it is still relevant & reflective of St Bots before recruitment ● Gather pupil & stakeholder voice before recruitment ● Work with HR to draw up a recruitment pack ● Advertise the role ● Interview & appoint/or re-advertise ● Clear, well-planned and successful handover ● Identify any CPD for incoming HT 	<p>EC/EP</p> <p>EC/KH</p> <p>EC</p> <p>EC</p> <p>FGB</p> <p>EC/EP</p> <p>EC</p>	<p>Sept 25</p> <p>Sept 25</p> <p>Oct 25</p> <p>Oct/Nov 25</p> <p>Jan 26/Feb 26</p> <p>Mar 26</p> <p>Apr 26</p>		
<p>Ensure effective governance through broadening experiences across the BeSkilled Partnership, sharing skill sets and expertise.</p>	<ul style="list-style-type: none"> ● All governors to share best practice by shadowing fellow statutory governors ● Chairs share skills audit outcomes to ensure training and development needs of the group as a whole are identified, planned for and met with GDS ● Create a shared induction pack for new governors ● Chairs to meet termly to share expertise and discuss latest development and local challenges ● Share good practice by attending a minimum of 1 full governor meeting/committee meeting per year 	<p>All govs</p> <p>EC/KA</p> <p>EC</p> <p>EC</p> <p>All govs</p>	<p>Oct 25</p> <p>Oct 25</p> <p>Oct 25</p> <p>Oct/Nov 25</p> <p>Oct 25</p>		
<p>To have a full time family wellbeing lead to help support social, emotional & physical well being of both families & staff</p>	<ul style="list-style-type: none"> ● Family wellbeing lead to work 3 days from Sept 2025 ● Training of ELSA staff to support NR & also other BeSkilled schools as NR time decreases for them ● Explore the possibility of ELSA get togethers within the BeSkilled group in line with collaborative subject support 	<p>EC/EP</p> <p>NR</p> <p>BeSk Heads</p>	<p>Aug 25(2.5)/Jan 26 (3)</p> <p>Jan 26</p> <p>Nov 25</p>		
<p>Increase our engagement with parents, local community and businesses.</p>	<ul style="list-style-type: none"> ● NR to look at re-starting parent workshops e.g. cooking, story sacks, KNex ● SEND Coffee Mornings (across the BeSkilled group) ● Requesting other faith leaders into the school to support Monday/Tuesday AOW 	<p>NR</p> <p>TKD</p> <p>ET</p>	<p>Oct 25</p> <p>Sept 25</p> <p>Aug 25</p>		

	<ul style="list-style-type: none"> • Create a link with multi-faith school(s) in Loughborough 	JE	Sept 25		
Ensure the connection between school and Church community remains strong	<ul style="list-style-type: none"> • Plan AOW to ensure regular attendance by incumbent/members of the Shephed Church community • Develop opportunities to utilise skills of church community within school (eg. chess club, knitting) 	ET LH/DWh	Aug 25 Oct 25		

PRIORITY 8: LEARNING ENVIRONMENT & PREMISES

Our school is utilised fully and provides a purposeful, inspirational learning environment

SUCCESS CRITERIA:

- ★ The environment action plan is completed in readiness for the new Headteacher

- ★ The building is fully utilised

OBJECTIVES	ACTIONS	LEAD	START DATE	COST & COST CENTRE	End of term/year review
To have a building that fully reflects our ethos, vision & values.	<ul style="list-style-type: none"> ● Continued playground development - complete ballcourt & Tree Frogs 	EP	Aug 25		
	<ul style="list-style-type: none"> ● Complete internal space - Paint KS2 West/East wing - link final toilets to the theme, paint music and science room walls, prepare the SEND KS2base 	EP	Sept 25		
	<ul style="list-style-type: none"> ● Visibility of Christian vision -Forget-me-not/memorial garden, mural on internal wall? 	EP	Jan 26		
	<ul style="list-style-type: none"> ● Wellbeing - Bus shelter area for drop off(FOSB?) - Keeping staff dry/shaded; shade on the main playground/ballcourt for children (FOSB?) 	FOSB	Nov 25		
	<ul style="list-style-type: none"> ● Fully functioning school - Roof work completed, heating able to be zoned 	EP	Aug 25		
To ensure the building is fully utilised to its best potential.	<ul style="list-style-type: none"> ● SEND KS2 base development in readiness for Sept 26. 	EP/TKD	Sept 25		
	<ul style="list-style-type: none"> ● 'Rental' of unused space 	EP/JS	Sept 25		
	<ul style="list-style-type: none"> ● Continue to work closely with LA on pupil predictions 	EP	Jan 26		
To take a collective responsibility to look after our world by being greener.	<ul style="list-style-type: none"> ● Climate action plan completed in 24-25 - follow necessary action points over 25-26 	GK	Aug 25		
	<ul style="list-style-type: none"> ● Garden development across the back of the school 	GK	Oct 25?		
	<ul style="list-style-type: none"> ● All teachers to look at how they play their part in 'being greener' within their classroom and their subject responsibilities 	GK	Aug 25		
	<ul style="list-style-type: none"> ● Staff to undertake CDP around sustainability 	GK	Aug 25		
	<ul style="list-style-type: none"> ● All internal lighting changed to LED lights - Investigate dimmer switches for classrooms 	GK/PW	Sept 25		

	<ul style="list-style-type: none"> ● Research Solar Panel grants ● Investigate installation of sheltered areas on playground for heat resilience and heat reflective measures in classrooms ● Enrol with The Nature Park (NENP) to embed nature-based learning in the curriculum ● Work with Relish on reducing waste/carbon footprint/encourage vegetarian & vegan meals/plastic free lunchboxes 	GK/DLF	Sept 25	FOSB funding?	
		GK/DLF	Nov 25		
		GK	Sept 25		
		GK	Sept 25		