All Saints Church of England Primary School

School Improvement Plan

2026-2027

Our School Vision and Values

Our Vision

All Saints Church of England Primary School is guided by our deeply Christian vision that places love, hope and community at its heart.

Our vision states that

"All Saints is a calm, happy, inclusive and welcoming school, founded on love and hope, which works together to build a better community for everyone. We respect and care for all God's people (of all faiths and none) and His world, playing our part in God's plan as we journey together to achieve the best for ourselves and others."

This vision reflects our belief that relationships and belonging are central to flourishing and that every individual is valued as part of God's family. Rooted in the teaching of 1 John 4:19, ***'We love because He first loved us'***, our values shape daily life at All Saints, influencing how we care for one another, approach learning and serve our wider community. Through love we work hard to build trusting relationships, through hope we encourage a sense of purpose, resilience and 'bouncebackability' (part of our learning gems), and through community we work together so that all can thrive, now and in the future. We believe that our vision's emphasis on love, hope and community reflects core Christian beliefs about dignity, compassion, justice and collective responsibility. We work to demonstrate a lived out Christian hospitality that is inclusive for all our children and families each and every day and we demonstrate this in all areas of school life.

Our Vision and values are the golden thread of our day-to-day work: here to serve our community in God's love. As a result, children and families are at the heart of what we do and decisions we make. Romans 12:5 ***'So in Christ we, though many, form one body, and each member belongs to all others.'*** Our Christian vision is intentionally embedded through selected Bible stories (The Good Samaritan, Noah's Ark and The Feeding of the Five Thousand) and visual artwork which reflect its theological foundations. Children as a result can articulate our vision in an age-appropriate manner. These shared reference points ensure that all stakeholders have a common language and understanding, enabling them to articulate how the vision shapes relationships, learning and decision making. All Parents, including those new to the school, receive a leaflet outlining our Christian ethos, vision and values in a welcoming and inclusive way. Our greatest hope is for children to flourish under our care. Jeremiah 29:11 ***"For I know the plans I have for you", declares the Lord, "plans to prosper you and not harm you, plans to give you hope and a future."***

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others.'							
Safeguarding	**Inclusion**	**Curriculum & Teaching**	**Achievement**	**Attendance & Behaviour**	**Personal Development & Well-being**	**Early Years**	**Leadership & Governance**
See Safeguarding Action plan	Review systems and processes to ensure that the school's Pupil Premium strategy is capturing and supporting the work to raise attainment for this group of vulnerable children.	To embed the new phonics programme effectively across EYFS and KS1 through high-quality training, consistent delivery and effective monitoring.	Ensure rigorous systems and processes for children identified as being close-to age related expectations (ARE), to ensure there is an increase over time in the number of children who achieve the combined measure at the end of each year group.	To strengthen attendance for all pupils, particularly those who are disadvantaged or have SEND, ensuring that barriers to attendance are reduced and attendance rates exceed national expectations.	To promote pupils' emotional resilience and confidence in learning through pupil voice and strategies for engagement.	To embed high-quality ordinarily available provision, for children with SL&C needs so that children can make good progress within universal provision.	Maximise professional learning time so that staff continually improve their expertise through collaboration and ongoing feedback.
	Create and embed Class Education Plans for every year group to ensure effective identification of needs, targeted provision, and joined-up support across the class	To embed systematic assessment for learning practices, ensuring pupils' understanding is continually checked and teaching is adapted in a timely way so that gaps are rapidly identified, and effectively addressed and children are given appropriate challenge.		Develop and embed whole-school use of relaxation techniques to improve pupils' self-regulation, emotional resilience, and readiness to learn.	Continue to develop a coherent whole-school approach to social justice and courageous advocacy by establishing a progressive Reception-to-Year-6 framework that enables pupils to understand injustice, listen to the voices of others and take informed, meaningful action as agents of change.	To secure a clear and effective progression in writing across the EYFS, enabling children to develop as confident, independent writers and achieve strong outcomes by the end of Reception	To strengthen governance through a focused monitoring and evaluation schedule that is closely aligned to the School Improvement Plan, enabling governors to provide effective support, challenge and strategic oversight.