All Saints Church of England Primary School

School Improvement Plan

2025-2026

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."***

SIP Focus Overview 2025-2026

Leadership and Management

Leadership at all levels secures highly effective teaching, learning and wellbeing provision for all pupils

- SEND: Develop how Personal Support Plan targets and assessments can work together with the recently introduced Individual Learning Objectives, so that classroom provision consistently aligns, and gaps continue to close
- Pedagogical Knowledge: Revisit teacher pedagogical knowledge, prompt professional conversations and reflect on practice to develop classroom instruction
- C of E Status: Enhance the school's distinctiveness and effectiveness as a Church school, ensuring our Christian character and ethos positively impact pupils and the whole school community
- Safeguarding: Further build on the robust culture of safeguarding to support the wellbeing of pupils

Quality of Education

Enhance further the quality of teaching and learning to improve outcomes for all pupils

- Formative Assessment: Review the current approach to formative assessment for learning across all subjects, so that this maximises opportunities to further strengthen teaching and learning in all classes
- English –writing: Further develop a consistent approach to teaching editing in writing, ensuring that children are exposed to the same fundamental skills and strategies in a progressive manner
- Maths: Further develop solid number sense, including fluency and flexibility in number facts – Solent Maths Hub (Y3, KS2) and embed with strong AfL strategies in KS1
- Science: Further strengthen appropriate teaching strategies to support the learning of both substantive and disciplinary knowledge in science and ensure all 'working scientifically' skills are explicitly taught through linking to substantive knowledge

Outstanding Curriculum

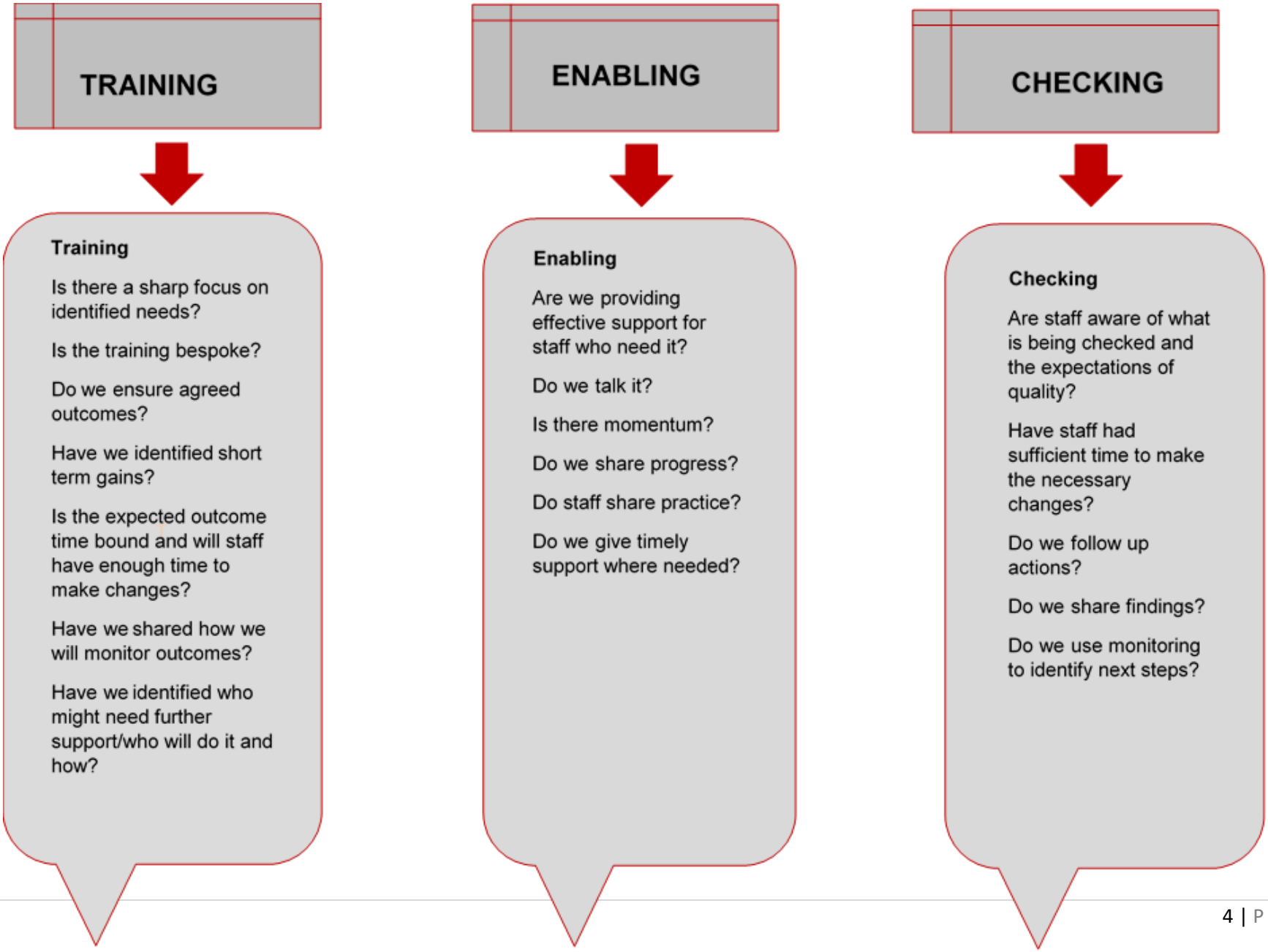
Further enrich our curriculum so that all subjects are stimulating and exciting and meet the needs of all leaners

- MFL (Spanish): Strengthen teaching of Spanish in order that progression of knowledge, skills and application are robust across KS2 and the needs of all learners are met
- Music: Develop opportunities for pupils to learn a musical instrument from Y2 to Y6
- RE: Develop planning further in RE to ensure rich, deeper learning in all units and align assessments to inform future teaching

Behaviour & Attitudes; Personal Development

To refine our inclusive strategy that meets the needs of all pupils both academically and pastorally

- Continue our focus on attendance, inclusion and diversity and our strong culture of building relationships so all pupils and families feel they belong
- Embed Zones of Regulation and develop MHST partnership working to further support Attachment and Trauma informed practice


TRAINING
Training
Is there a sharp focus on identified needs?
Is the training bespoke?
Do we ensure agreed outcomes?
Have we identified short term gains?
Is the expected outcome time bound and will staff have enough time to make changes?
Have we shared how we will monitor outcomes?
Have we identified who might need further support/who will do it and how?
ENABLING
Enabling
Are we providing effective support for staff who need it?
Do we talk it?
Is there momentum?
Do we share progress?
Do staff share practice?
Do we give timely support where needed?
CHECKING
Checking
Are staff aware of what is being checked and the expectations of quality?
Have staff had sufficient time to make the necessary changes?
Do we follow up actions?
Do we share findings?
Do we use monitoring to identify next steps?