



Hook-with-Warsash C of E Academy

Strategic Plan 2025-2026

Summary

“Let Your Light Shine”

To provide an inspirational environment based on Christian values where individuals can excel and flourish academically, socially and emotionally, preparing them for life’s journey.

Hook-with-Warsash C of E Academy

The Quality of Education

Behaviour and

Personal

Leadership and Management

INTENT

To provide an engaging and comprehensive curriculum ensuring all pupils make year on year progress and are aware of what they need to do in order to achieve this.

To foster positive attitudes to learning within the school that embody the school's values and ensure that pupils feel safe.

To provide a range of strategies to promote a sense of advocacy and citizenship, positive well-being and resilience for all children and staff.

To increase the capacity of the school by developing leadership at all levels.

IMPLEMENTATION

To increase the levels of GDS in reading, writing and maths through enhanced curriculum design.

To implement the Sounds and Syllables spelling scheme and ensure it is building on quality phonics teaching.

To improve the application and accuracy of spelling in writing.

To improve the quality of children's self and peer editing in order for it to reflect the intended purpose and audience of the writing.

To ensure teaching and learning embeds the recall of prior learning and children are able to express the purpose of their learning.

Ensure all staff understand how the Vision and Values underpin the ethos of the school and that they remain evident throughout the curriculum.

To further develop children's resilience and independent learning skills to problem solve and face new challenges.

To develop the children as curious learners.

Develop the children's ability to promote social action and advocacy for justice.

To develop responsible citizenship skills in the children.

To promote an understanding of e-safety and cyber security across all stakeholders in the school community.

Enhance opportunities for children to take leadership roles across the school.

Develop the understanding of effective subject leadership.

Monitoring and evaluation ensures key milestones are on track to achieve July 2026 outcomes.

SLT to support teachers through PPA: coaching, monitor planning, addressing gaps and raising standards.

Governors play a full and active role in setting the school's strategic direction and monitoring progression.

IMPACT

All pupils will make good progress in all subjects and the % of GDS will rise.

Spelling in writing at the point of application will be more secure.

Children become more confident, self-directed learners and the quality of teaching

The school's vision will be articulated by all stakeholders.

Children will demonstrate an increased curiosity about learning experiences and make links with the

Pupils are able to demonstrate advocating for change in the wider world.

The community is able to navigate online and offline risks to their

Clear and effective leadership leads to good outcomes for all children and comprehensive curriculum coverage.

Strategic Plan Implementation Overview 2025-2026

Subject and manager	Linked Governor	Autumn	Spring	Summer
Art <i>Matt Ponsford</i>	Gemma Winterton	Attend leadership INSET day training and adapt practise as necessary to follow different strategies and become an improved subject leader. When monitoring books, ensure teachers are following the sounds and syllables programme when trying to spell art related vocabulary. Teachers continue to display relevant vocabulary around the classrooms and within children’s books through the vocabulary bookmarks created by the subject lead. Ensure teachers praise effort not outcome, celebrating ‘happy accidents’ as part of creativity Teachers to model risk-taking and experimentation to show art as a process, not perfection, giving focussed skill instruction, but also allowing space for exploration	Within subject monitoring time, ensure GDS is a focus and consider how to further challenge GDS children within specific scheme of work. Support staff as necessary when considering how to further challenge GDS challenge. Encourage teachers to direct open ended questions towards children during inputs and activities Teachers to model ‘I wonder if’, ‘why’ and ‘how’ questions when delivering inputs Use critique circles, where pupils and teachers give positive feedback on pieces of work	Teachers to ensure they revisit the learning journey and the previous lesson’s skills/ progress in each sessions with an emphasis on prior learning Conduct pupil interviews with the focus on ensuring children can express the purpose of their learning and can identify how their previous learning has helped them
Assessment <i>David Trotman</i>	Matt Ellis	Guidance from subject leads plus work scrutiny and support in PPA from SLT will enable teachers to develop tasks that enhance deeper thinking for children working at the GDS level. Support from English lead and SLT in implementing the new spelling scheme. To monitor writing to ensure that the application is pitched at the correct level. To support the staff to ensure opportunities are given for child assessment and that these assessments are at the correct depth. SLT to monitor work and assessments to ensure accuracy and support teachers where necessary. CGP test papers yr 6 packs 123 for English and maths purchased Subject cluster meetings (maths, English, science, history geography) attended Staff given time to moderate in year groups.	Staff given time to moderate in year groups. HIAS CPD in school has taken place Staff are providing opportunities for children to review their own learning and build on being independent learners. To be monitored through SLT PPA coaching. Monitoring of pupil’s attitude to learning via pupil voice and informing teachers on how best to resolve any barriers. Subject cluster meetings (maths, English, science, history geography) attended SLT continue to support in PPA re GDS focus, spelling scheme implementation To monitor writing to ensure that the application is pitched at the correct level. SLT to monitor work and assessments to ensure accuracy and support teachers where necessary.	SLT continue to support in PPA re GDS focus, spelling scheme implementation SLT to monitor work and assessments to ensure accuracy and support teachers where necessary. Subject cluster meetings (maths, English, science, history geography) attended Staff given time to moderate in year groups. PSHE content has continued to include resilience work
Collective Worship <i>Sam Parkes</i>	Mike Terry	Attend leadership INSET day training . Support teachers/CW councillors to further develop class reflection areas. Lead staff meeting focusing on the aims/structure of CW in our school. Enable CW council members to plan the theme for a week each term– to be linked to a world event/issue; and to nominate children for light stickers when showing values in action. Working group to explore and develop social/justice ideas established Using the CE ‘Faith at home’ resources on ‘Social Justice’ to inform and resource Collective Worship planning.	Enabling the CWCouncil members to plan the theme for a week each term– to be linked to a world event/issue (though our meetings/ discussion with class) Working group to explore and develop social/justice ideas Learning walk with Collective Worship council being ‘Vision and Values Detectives’ Develop home school links– understanding and communication about our values. Work with Collective Worship council to develop an alternative to ‘shining light’ notes in KS2 3	Attend training on the new SIAMs framework Assess the effectiveness of CW through time to observe, feed back from councillors and through pupil interviews. Social/justice working group to self evaluate progress.

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Subject	Linked Governor	Autumn	Spring	Summer
Computing <i>Adam Lamb</i>	Kjirstie Coltham	When monitoring books, ensure teachers are following the sounds and syllables programme when encouraging children to complete their written plans and evaluations, or when trying to spell computing related vocabulary in class inputs/whole discussions. Teachers to continue to display relevant vocabulary around the classrooms and within children's books through the vocabulary bookmarks created by the subject lead. To introduce e-safety warriors across the school Adapt the curriculum if required to ensure children have a greater understanding of cyber security To continue to be in communication with Lee Haywood from Online Safety UK to organise future workshops and to assist with support.	Within subject monitoring time, ensure this is a focus and consider how to further challenge GDS children within specific computing units. Support staff as necessary when considering how to further challenge GDS challenge. Teachers to ensure they revisit the learning journey and the previous lesson's skills/progress in each sessions with an emphasis on prior learning Conduct pupil interviews with the focus on ensuring children can express the purpose of their learning and can identify how their previous learning has helped them Encourage teachers to direct open ended questions towards children during inputs and activities Teachers to model 'I wonder if', 'why' and 'how' questions when delivering inputs	To evaluate e-safety warriors across the school Through pupil voice evaluate the children's understanding of cyber security Decide whether to continue working with Lee Haywood from Online Safety UK to organise future workshops and to assist with support, or find an alternative provider.
Design and Technology <i>Emily Ransley</i>	Julie Nunn	Inset day led by effective leadership in your subject expert. Skills progression sheets are available on the system. Recall prior learning display posters are available on the system and are given to teachers prior to a project. Recall prior learning display posters are on the back page of all DT booklets What and why resource contains a recalling prior learning segment. This is available on the system. Projects on a page sheets are available to teachers for every DT project. These are provided to the teachers prior to the project. Projects on a page is the front cover of DT work booklets. Projects on a page posters are available on the system.	Variation of task resource available on the system which include how teachers can extend/challenge their GDS children further. Bank of resources are available on the system including GDS work for all stages of the design process. WAGOLs for each project are available on the system. MAST time– allowing for DT strategic plan to be acted on and any further actions for DT to take place.	MAST time– allowing for DT strategic plan to be acted on and any further actions for DT to take place. Market research forms available on the system. Evaluation of DT Dream Team.
English <i>Gavin Bater</i>	Milly Taylor	CTs have reviewed long term planning and opportunities for refining of tasks to promote high-quality writing identified. English Leader to work with staff during PPA. Attend the INSET day on leadership led by Dave Harris. Observe phonics in EYFS & KS1 and guided reading in Years 1-4. Support the teaching of guided reading in Years 5 and 6 on a daily basis. Conduct/scrutinise Question Level Analysis from tests conducted to identify areas in which to improve. Monitor implementation of S and S and offer feedback based on the guidance from Jason Wade including pupil interviews and work scrutiny.. Arrange a meeting with school regarding the progressive ladder to editing and create a version suitable for Hook-with-Warsash and share	CTs have reviewed long term planning and opportunities for refining of tasks to promote high-quality writing identified. English Leader to work with staff during PPA. Seek opportunities for refining the curriculum by attending Cluster Networks and Conference. Visit other settings. Review the Complete a Subject Essentials for high-quality English lessons, outlining best practice in English. Analysis of spelling ages to determine S and S progress. Support new staff members to deliver the S and S approach and seek. CPD opportunities for them to attend. Trial the use of children applying taught writing skills in sites of application pieces of writing based on their interests.	CTs have reviewed long term planning and opportunities for refining of tasks to promote high-quality writing identified. English Leader to work with staff during PPA. Pupil Interviews to ascertain their understanding of editing based on the new approach. Book scrutiny to elicit the level of editing now in place. During PPA planning times, seek opportunities for children to complete these sites of application in writing.

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EYFS <i>San Parkes</i>	Julie Nunn	Ensure GDS is a focus within planning time, and consider how to further challenge these children with specific tasks, activities and/or challenges. Support staff as necessary when considering how to further challenge higher attaining children. Attend the INSET day training in November focusing on subject leadership and adapt practise as necessary to follow different strategies and become an improved subject leader. Attend the termly EYFSP Headteacher Briefings Attend the Early Years Summit, 'Firm Foundations'. Curriculum aspirations based on educational programmes will be specific to cohort. Continue to observe, and improve our learning Discovery Time provision, in order to create a stimulating environment, encourage child-led learning, and foster a culture of questioning and exploration. Develop nature inspired spaces in our outdoor area– incorporating a bug hotel and curiosity station. Continue 'planting programme' with children (to spark curiosity about the natural world) Complete physical development and writing development audits—identify areas for development.	Through observation and discussion- ensure children can express the purpose of their learning and can identify how their previous learning has helped them. Introduce 'Share and Shine Time' for children to explain and reflect upon their Discovery time learning; and problem solve together. Introduce 'Message Centre' for promoting mark making and early writing. Monitoring shows that GDS remains a focus Ongoing adaptation of leadership practice. EYFSP Headteacher briefing attended. Review ShREC approach with team (to ensure focus on creating a language rich environment)	Leadership has visibly developed during the academic year. EYFSP Headteacher briefing attended. Ongoing provision of open ended resources. Continue to create a culture where we value children's own ideas and investigations
Geography <i>Sarah Johnston</i>	Glynis Osborne	Attend leadership INSET day training and adapt practise as necessary to follow different strategies and become an improved subject leader. When monitoring books, ensure teachers are following the sounds and syllables programme when trying to spell geography related vocabulary. Ensure teachers are using the correct vocabulary when teaching a unit of work. To update teachers folders of topic words to start each unit. children to use these as an aide memoire for spellings. Each Year group will complete the sustainability units in the Whiterose planning with curriculum links to both science and geography Teachers will flag that children are learning about sustainability To attend Cluster groups and to feedback good ideas through staff meeting termly. Continue to roll out new atlases across the school and any other resources To ensure the whole school geography board demonstrates the learning journey in geography.	To listen to children and teachers feedback on Geography units. To ensure that work is becoming more practical, including fieldwork to be able to enhance the children's love of the subject and memorable recall. Each Year group will complete the sustainability units in the Whiterose planning with curriculum links to both science and geography Teachers will flag that children are learning about sustainability Children will know what sustainability is and what they have learnt about. To visit other schools to observe their approaches to the Geography scheme. Continue to check that evidence is being placed in the ipad share folder to monitor. To attend Cluster groups. To actively participate and provide examples of work samples where appropriate to share at these groups. To ensure the whole school geography board demonstrates the learning journey in geography.	To check all fieldwork units are being carried out by the year groups. Offer support and ideas of how to adapt if necessary. To monitor and get feedback from the children about the fieldwork they experienced. Help Year 5 to plan and organise their rivers fieldwork with Wessex rivers Trust. To ensure the whole school geography board demonstrates the learning journey in geography.
History <i>Sam Dickinson</i>	Julia Birt	Attend and implement leadership training. To implement new initiatives to reflect the needs of the staff and children. Teachers to display key vocabulary in Sounds and Syllables format. Ensure we offer a range of ways to learn, including visitors, history boxes, visits and trips and a range of interesting resources. Giant timeline lessons at the start of each topic. Add key questions to medium term planning to help children make connections between their current and past topics.	Ongoing updating of planning (GDS and flexible learning) Spend time with colleagues to discuss planning and learning outcomes and ensure planning and resources are in place for each topic. Monitor new initiatives Review curriculum coverage to ensure it allows for class and small group discussions. Giant timeline lessons at the start of each topic. Talk to colleagues and pupils about their learning and moderate work on walls and in books.	Planning is updated to include flexible learning outcomes to accommodate all pupils to allow for expansion of GDS children's learning and development. Support staff with suggestions for task design to allow children to develop deeper thinking in the final outcome of each unit. Attend Hampshire History network meetings and conference to gain better understanding of the new NC review once it is released.
Maths <i>David Trotman</i>	Ian Downie	Staff to continue to implement training completed in April 2025, adapting task design to further challenge GDS pupils. Good practise shared in staff meeting in Autumn term. Attend the INSET day in November focussing on leadership and use ideas from this to further develop understanding of effective subject leadership. Teachers to continue to consistently use entry and exit tasks which will be monitored during half-termly book looks.	Support in PPA and monitoring of morning maths - links are being made to prior learning, HIAS entry and exit tickets are being used and tickets are created if gaps appear. Teachers to discuss efficiency with children and how this can help with fluency. Question stems (GDS training) are in use thereby avoiding the one answer strategy children use when answering maths questions. E.g. What if I change? Can you find me another answer? Monitoring shows that staff are creating opportunities for children to be curious— focussing on task design, real life and systematic problems.	GDS pupilsn continue to be challenged. Good practise shared in staff meeting to maintain consistency of this approach. Training attended in June 2025 focussing on the implementation of Sounds and Syllables strategies. Teachers to use strategies to support children's spelling when writing reasoning answers and spelling key mathematical words.

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MFL <i>Nichola Linley</i>	Kate Bartlett	NL to attend INSET day on effective subject leadership. NL to attend French Network meetings to further improve their subject leadership. All teachers to record games used for recall during each session on their planning and NL to monitor planning to make sure that games are being used regularly in classes to NL to monitor effectiveness of the last half term revision on pupils' confidence and recall of new vocabulary. Monitor effectiveness of the French Physical Phonics on pronunciation and improved recall during Pupil Voice Interviews and book scrutiny.	Ensure that all teachers are challenging the GDS children with appropriate activities through book scrutiny and pupil interviews. All teachers to use GD activities from Language Angels for GDS children as appropriate. Following the leadership INSET day training, adapt practise as necessary to follow different strategies and become an improved subject leader.	NL to ensure that vocab cards and sentence builders are being used both to support the SEN children and to extend the GDS—evident in written work in Years 5 and 6. NL to plan more opportunities for writing tasks in Years 5 and 6 encouraging the use of Hampshire French Vocabulary cards and phonics cards to support more extended writing in Year s 5 and 6. NL to implement and monitor regular peer and self editing using word banks and phonics cards to support learning. NL to organise a cross curricular 'French Day' in school to help develop children's curiosity about France, it's language and culture. NL too encourage teachers to use more creative and practical ways of teaching French such as ordering their own icre creams in French on a hot day.
Music <i>Louise Hudleston</i>	Anne Ford	Pitch main focus units - adapt monitoring/assessment of music to reflect this focus; upport teachers in gathering evidence of Pitch across the year groups Attend leadership INSET day training in November. Facilitate local music cluster group (if feasible) to share and discuss effective subject leadership in music. Provide teachers with overview of learning journey and dimensions previously taught. Teachers to revisit prior learning using the support-ing slides to aide recall of knowledge. SL to update slides as needed. Music room to include new storage/layout and organisation of new and existing instruments to allow children and teachers to make informed choices about the instruments to use during a lesson. Storage - clearly labelled with pictures and names of instruments. Displays to aid discussions around the 7 music dimensions.	Feedback in staff meetings examples of Pitch at WTS/GDS throughout the year to support further assessment and understanding. Provide feedback, support and resources to staff as to how can develop their GDS musicians and ensure challenge is appropriate. Following leadership INSET day training, adapt practise to follow different strategies and become an improved subject leader. Evaluate teaching and research good practice and new initiatives and intro-duce new practices where necessary. Conduct pupil interviews to discuss current learning and links to prior learning—both substantive and disciplinary skills. Easy access to online technology to support teaching of lessons and record-ing of performances. Increased access to music room to provide higher quality music lessons.	Identify opportunities for children to explore non-tuned and tuned instruments to com-pose/notate and play music in a way they choose. Teachers to use music room to teach music for at least 2 /6 units of music (if timetable allows) to allow flexibility and promote curiosity If possible, SL to liaise with cluster group & HMS to discuss how to increase children' curiosity in music and feedback to staff; support teachers to develop knowledge and music skills further
Outdoor Learning <i>Julia Holding</i>	Anne Ford	To have an effective and impactful eco committee who are involved in in taking leadership roles by being part of the sustainability working group Dig day has happened. Hambrooks—planned maintenance in EA AL and JH to plan the work to be carried out communicate with BC and send chase up emails	Complete the pond area SEND area completed Dig day has happened. Ongoing Hambrooks work.	Main area- Proposal to start at the rear of the EA in order to get the amphitheatre and meadow area and fire pit and tools area up and running by summer 2026 Dig day has happened. Ongoing Hambrooks work.
PE <i>Alana Spiers</i>	David Bissell	Attend the INSET day training in November focusing on subject leadership—adapt practise as necessary to follow different strategies and become an improved subject leader. Attend cluster meetings and CPD in Hampshire. Backward reaching—before commencing a new unit, discuss with the class what prior knowledge and skills they will need to be successful Introduce and set up a 'Sports Crew'. Introduce 'Sporting Values' Children to receive house points for demonstrating these values.	Establish what GD looks like in PE. Hold a staff meeting with Dave to share strategies and activities which can be used to provide children with opportunities to show GD in PE. Attend clusters and conferences—contact a Hampshire PE Leader to seek advice. Backward reaching—before commencing a new unit, discuss with the class what prior knowledge and skills they will need to be successful Collaborative staff meeting to identify key knowledge and skills that are required across a variety of sports and devise 'flashback' slides that can be shared with children at the beginning of a new unit to help give them a chance to recap and revisit prior learning	Backward reaching—before commencing a new unit, discuss with the class what prior knowledge and skills they will need to be successful Towards the end of a PE unit, children to create their own games or activities which would apply the knowledge and skills they have learnt. Liaise with Dave IDPE. Sporting Value stickers to be used and certificates to be given out for Sports Day.
PSHE <i>Tom Earles</i> <i>Nicole Griffiths</i> <i>Gina Herring</i>	Chrissy Forder	Online Safety Warriors programme will be launched across the school linked with Computing Resilience focus across school at start of each half term Odyssey Project launched and remains a focus through CW making references to values including spoke values Cluster meetings attended and disseminated	Resilience focus across school at start of each half term Odyssey Project launched and remains a focus through CW making refer-ences to values including spoke values Cluster meetings attended and disseminated	Resilience focus across school at start of each half term Odyssey Project launched and remains a focus through CW making references to values including spoke values Cluster meetings attended and disseminated

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Subject	Linked Governor	Autumn	Spring	Summer
RE <i>Poppy Saville/ Kayleigh Barnes</i>	<i>Mike Terry</i>	Previous RE class books to be used for prior learning at the start of their lessons Big Frieze to be reviewed at the beginning of each Christianity unit - clearly signposted in class books and/or individual books Teachers to play 'Religion Road' video to recap the religion that they are learning about. Tick box 'recapping prior learning' on assessment sheets for teachers to check off. Implement the action devised via the school council/ sustainability action group with the appropriate units in RE Highlight topics which directly link with the opportunity to provide social justice, advocacy and sustainability such as creation and stewardship. Attend leadership INSET day training and adapt practise as necessary.	Attend cluster meetings to keep up-to-date particularly asking questions about and focussing on GDS. Review GDS description on assessment sheets, Conduct pupil interviews with GDS children. Teachers to stick up/ write up subject specific vocabulary on display walls and pre-teach any tricky vocabulary for each lesson with the Sounds and Syllables strategy. RE lead to monitor that subject specific language is being used and spelled correctly. Invite visitors in to inspire the children, provide real world experiences of different faiths and give them the opportunity to ask questions Teacher's to have a question zone so that children can write/ have scribed questions during the RE week. Teacher's to revisit throughout the unit to answer questions.	To attend the RE conference and adapt practise depending on information provided. Attend cluster meetings to discuss good practise and management with other RE leaders. To carry out work scrutiny, pupil voice and monitoring of planning to ensure the curriculum meets the needs of the current cohort of children and the values of the school.
Science <i>Julia Holding</i>	Ian Downie	Attend leadership INSET day training - practise as necessary to follow different strategies and become an improved subject leader. Attend the Science Core Provision meetings Teachers to ensure they revisit the learning journey and the previous lesson's skills/ progress in each sessions with an emphasis on prior learning use the 'flashback' slides every lesson. Teachers to use the new Sounds and Syllables approach to spelling to teach specific science vocabulary from September. KS1 One key word a week to focus on from the vocab bank. KS2 two words a week. Each Year group will complete the sustainability units in the Whiterose planning with curriculum links to both science and geography Teachers will flag that children are learning about sustainability	Within subject monitoring time, ensure GDS is a focus and consider how to further challenge within specific science units—support staff as necessary. Following leadership training, adapt practise as necessary to follow different strategies and become an improved subject leader. Attend the Science Core Provision meetings Conduct pupil interviews ensuring children can express the purpose of their learning/ can identify how their previous learning has helped them. Book scrutiny, pupil voice and classroom word banks show that s and s approach is being used to spell science topic specific words. Children will know what sustainability is and what they have learnt about. These will feed back to the sustainability working party and action plan	Teachers will help to facilitate by encouraging children to: Use their curiosity to pose questions and explore how to find the answers within the science curriculum ks1 Ks2 as above but also to encourage own ways of finding out, using equipment they choose and recording it in a way they choose.
SEND PP and FSM <i>Zoe Hine</i>	Kate Bartlett	Follow up meeting with teachers following progress meeting feedback from DH and AH SEN tests reviewed Monitoring shows that teachers have high expectations for vulnerable/SEND pupils—support provided as necessary; interventions are effective; variation of task alongside SLT; IEPs and target setting; PP trackers Ongoing liaison with ELSAs Referrals made as necessary HAMS document to be used to identify IEP targets/PP tracker targets—monitored by SENDCo	Meetings with teachers following progress feedback from DH and AH SEN tests reviewed Monitoring shows that teachers have high expectations for vulnerable/SEND pupils—support provided as necessary; interventions are effective; variation of task alongside SLT; IEPs and target setting; PP trackers Support provided to teachers to look at a range of learning methods for SEND pupils—staff meeting CPD provided to staff to ensure SEND pupils with poor mental health are quickly identified and interventions put in place. Ongoing liaison with ELSAs Referrals made as necessary HAMS document to be used to identify IEP targets/PP tracker targets—monitored by SENDCo	Meetings with teachers following progress feedback from DH and AH SEN tests reviewed Monitoring shows that teachers have high expectations for vulnerable/SEND pupils—support provided as necessary; interventions are effective; variation of task alongside SLT; IEPs and target setting; PP trackers Ongoing liaison with ELSAs Referrals made as necessary HAMS document completed for all SEND pupils for handover to new teachers HAMS document to be used to identify IEP targets/PP tracker targets—monitored by SENDCo Meeting with HT to plan support for children requiring interventions
Training <i>David Trotman</i>	Glynis Osborne	CPD through staff meetings/PPA coaching to embed the new spelling scheme-ONGOING Leadership CPD via an inset and coaching from SLT—ONGOING Provide CPD to meet the subject needs stated in the strategic planTo ensure our vision and values and teaching philosophy is embedded across the school, particularly with new staff.	CPD through staff meetings and PPA coaching to embed the new spelling scheme-ONGOING Leadership CPD via an inset and coaching from SLT—ONGOING Provide CPD to meet the subject needs stated in the strategic plan.—ONGOING	CPD through staff meetings and PPA coaching to embed the new spelling scheme-ONGOING Leadership CPD via an inset and coaching from SLT—ONGOING Provide CDP internally or externally to meet the subject needs stated in the strategic plan.—ONGOING
Wellbeing <i>David Trotman</i>	Chrissy Forder	Carry out well being surveys for children, parents and staff, nalyse the responses and develop strategies to meet any areas of concern. Maintain the profile of wellbeing/mental health by having a regular CPD point in staff meetings. Support child/families identified with mental health issues. Refer children with identified needs to professional agencies. To plan, implement and review interventions.	Provide training to enable staff to mange the wellbeing of the children in their class. Continue to develop children's resilience through the staff implementing metacognition strategies in their teaching. (Support staff via PPA coaching and CPD). Staff provide opportunities for children to review their own learning and build on being independent learners. To be monitored through SLT PPA coaching. Monitoring of pupil's attitude to learning via pupil voice and informing teachers on how best to resolve any barriers.	Maintain the profile of wellbeing and mental health by having a regular CPD point in staff meetings. Support child/families who have been identified with mental health issues. Refer children with identified needs to professional agencies. To plan, implement and review interventions. PSHE content to continue to include resilience work

ADDITIONAL STRATEGIC COMMITMENTS 2025 – 2026

Resources

COMMUNICATION:

Improve Wi-fi in environmental classroom.

ICT:

Continue to maintain a rolling programme for the replacement of IT hardware/software and to investigate ways to future proof the school's ICT infrastructure.

Improve cyber security and awareness of potential risks across the Academy.

ESTATE MANAGEMENT:

Develop our estate management strategy.

SUCCESSION PLANNING:

Continue implementation and monitoring of succession plans and ensure they are up to date.

GOVERNANCE

Ensure that all Safeguarding measures remain up-to-date and fully implemented.

Complete Governing Body self evaluation 2025 recommendations.

Recruit new Governors based on outcomes of the skills audit and self evaluation.

Maintain forward financial planning to ensure sustainability.

Continue to develop the evidence of effective monitoring by Governors.

Carry out the Business Continuity Plan annual review.

Continue to monitor wrap around care provision.

PUPIL VOICE

The Collective Worship Council will continue to play an active role in Collective Worship, including continuing to develop new themes.

Develop the role of the School Council/Collective Worship council in identifying and driving social action initiatives.

Governors to maintain and develop opportunities to meet groups of pupils and implement the Adopt-a-Governor programme to 'hear' the pupil voice.

Develop the role of the Online Safety Warriors in driving forward e-safety strategies.

Governors to monitor pupil voice from across the school.

WIDER COMMUNITY LINKS

Maintain excellent links with Church.

Further develop in house wraparound care facility.

Further develop links within the local community.

Develop links with new Nursery and pre-school provision.

Further develop marketing strategies to promote and celebrate the school within the community and wider area.

Provide training opportunities for the wider community.