Behaviour & Attitudes:

To ensure that **all parents, pupils and staff feel safe** at school by developing a **strong safeguarding culture** through an improved **safeguarding curriculum** to further develop pupil's understanding of how to keep themselves and others safe, **including Online Safety**, and for pupils to **consistently demonstrate positive attitudes to learning**.

- To fully embed a safeguarding curriculum and continue to increase the focus on Online Safety and strategies for staying safe online.
- Ensure the consistent management of behaviour from all staff, including those who are new, in line with the school's revised Relationships and Positive Behaviour Policy resulting in consistent positive attitudes to learning.
- To fully embed procedures and systems for safeguarding including the development, and use of, a revised monitoring and evaluation safeguarding schedule.

- Is there a culture in the school where Safeguarding is the priority of all staff? How do we know?
- How do we know the safeguarding schedule is having a positive impact?
- What opportunities/experiences are organised for pupils to develop their understanding of how to keep safe, including when Online, what is the impact?
- Is the RPB policy followed by all staff?

Personal Development:

To further develop and **adapt our curriculum across all foundation subjects**, and develop a **half termly forest school programme** and **outdoor learning opportunities** to result in all pupils engaging in school and making **maximum progress across the wider curriculum** and develop their knowledge and understanding of **strategies for how to support their own well-being, physical and emotional health**.

- Continue to implement training for all teaching and teaching support staff for the countywide transforming SEND training modules to develop support for children with SEND through HQIT.
- To implement a half termly forest school programme to supplement the wider curriculum and continue to improve the facilities in the grounds.
- To further improve the mental health provision for all pupils to result in an improved readiness to learn.
- To embed knowledge organisers to help pupils revisit, embed and recall key facts and inform teaching.
- To embed opportunities for 'quick quizzes' and assessment questions, appropriate for each subject, to inform subsequent teaching and learning.
- To fully embed the effective and consistent use of Zones of Regulation throughout the school to support children in developing self-regulation strategies and emotional awareness.

- Does monitoring by the inclusion team identify where strategies from T-SEND have been implemented across the school?
- Have children in our school had access to a broad and balanced curriculum including enrichment opportunities?
- What is the impact of the forest school programme? How do you know?
- What has been the impact on the pupils of Zones of Regulation?
- How do we know the focus on well-being is having a positive impact on people's mental health?
- How has the use of Makaton impacted learning?

Leadership & Management:

To embed a **coaching culture** where leaders support colleagues to become more **solution focussed** increasing the **effectiveness of leadership at all levels**, to result in a **progressive**, **broad and balanced, diverse and inclusive curriculum** for KS2, providing a range of experiences and opportunities which will **develop cultural capital**.

- To strengthen links across the federation and continue to develop a progressive curriculum offer from YR to Y6
- To ensure the Resourced Provision for Autism growth in pupil size is effective in quality provision for all.
- To ensure that all members of the SLT/LT adopt a coaching approach to increase self-awareness, self-responsibility and self-belief in all staff, whilst also providing an appropriate balance of support and challenge.
- Through providing quality CPD and allocated leadership time, continue to empower the subject leaders to drive forward their area of responsibility leading to good or better outcomes for all pupils.
- To train staff in History and Geography to further improve the provision in these subjects and ensure pupils have up to date learning.
- Participate in the B&D Diversity and Inclusion project implementing appropriate strategies such as an EARA group, alongside other local schools.
- Ensure that appropriate support is consistently in place for the Early Careers Teachers (ECTs).
- To review the Induction process for all new staff, and to monitor and review its effectiveness.
- To further engage the parents' community with the school's ethos and vision, through holding various open events and learning opportunities.

- Are new children in the RP settled and making good progress?
- How do we know the school is inclusive? Are all stakeholders aware of our inclusion and diversity ethos?
- Can you give examples of where true equity has been demonstrated?
- What has been the impact of middle leaders on school improvement?
- Are the ECTs making good progress? How do we know?
- Are parents engaging with school life and what impact is this having on pupil development?
- What has improved as a result of the changes to induction?
- Do all stakeholders have high aspirations for the pupils?

THE FEDERATION OF GUILLEMONT JUNIOR & PINEWOOD INFANT SCHOOLS

The Roots To Grow, The Wings To Fly

Guillemont Junior School SIP (School Improvement Plan) 2025 -2026

A Summary Document

A complete copy of the School's Improvement Plan is available to read on request.

Our Vision & Values

Our children, staff, parents and governors have worked effectively together to create, and are committed to, the following vision:

Our **nurturing** ethos values the **unique qualities** of every child encouraging them to become **independent**, successful and **confident learners** that have the **resilience**, skills and knowledge to equip them for an **ever-changing future**. There is a warm, welcoming **inclusive culture**, which develops a **sense of identity and belonging** for our children; enabling them to make a positive difference by **valuing themselves, each other and the wider community**. We **celebrate and respect diversity**, and encourage our children to have **limitless aspirations**. We strongly **believe that behaviour is communication**, therefore this underpins our positive, restorative approach and develops the ability for our children to understand and **regulate their emotions**.

We have a strong shared emphasis on **bringing learning to life** through **real and enriching experiences** in order to develop our children's **cultural capital** and understanding of the world around them. Whatever our children's starting points, with the **right support and challenge at the right time**, we develop and promote a **thirst for knowledge** and **love of learning** with the **highest expectation** of themselves and each other. We encourage **risk-taking** within our safe **and stimulating learning environments** to enable children to become **creative problem solvers**. A broad and balanced curriculum incorporates outdoor learning opportunities that will encourage our children to have a **fascination and curiosity** about the world. Our child**ren are at the heart of everything we do** and we value their voices in **shaping a successful future** for our community.



What is the School Improvement Plan?

Our School Improvement Plan brings together the detailed plans needed to implement the school's vision and aims. It is based on the school's self-evaluation and sets out areas for development for the next year. The four key areas for development (detailed overleaf) will enable us to maintain the high standards and rich experiences which characterise our school as we teach to the requirements of the National Curriculum and associated Assessment arrangements.

Additional plans have also been drawn up for each of the specific subject areas of the curriculum.

How is our SIP organised?

Our School Improvement Plan is organised into the four Ofsted areas to evaluate and ensure we continue to improve our good practice. This is a working document and as the year progresses, aspects may adapt accordingly.



What is the detail of our School Improvement Plan?

We have prioritised the following 4 key outcomes for development over the next year:

Quality of Education:

To improve the pupil's **knowledge, understanding** and application of the **key skills in English and Mathematics, including phonics, fluency in reading and fluency in mathematics** in order to secure **good outcomes** and progress for **all pupils**, particularly those who are **disadvantaged** or have **special educational needs**.

- To fully embed the following metacognitive strategies, including dual coding, modelled and worked examples, retrieval practice (mass participation and low stake quizzes), spaced and interlevelled learning to result in all pupils gathering and retaining more knowledge.
- To maintain the RWI phonics scheme provision in the lowers, RWI Fresh Start in the uppers and continue to raise the profile of reading with parents and improve parental engagement to result in all identified pupils making good progress.
- To fully embed fluency in number and recall of multiplication tables across the whole school, particularly across lower school.
- To embed strategies to improve the provision for maths for pupils with SEND across the school, so that teachers know how to meet the needs of pupils who have barriers to learning, ensuring that they make good or better progress.
- To maintain whole school strategies for developing oracy and language, using pre teaching and teacher modelling to develop accurate and effective used of subject specific vocabulary and text marking and modelled reading to result in all pupils achieving good progress across the curriculum.
- To ensure consistency and fully embed whole school strategies for teaching spelling
- To fully embed the school's assessment system for foundation subjects to influence the quality of teaching and learning for all pupils, particularly those identified as vulnerable or with barriers to learning.
- To strengthen HQIT by embedding the use of effective adaptations to improve outcomes for groups and individuals.

- What standards in reading, writing and maths were achieved last year in each year group?
- Are pupils closing the gaps in their learning and what is the impact of the CPD for the HQIT?
- What impact is the phonics scheme (RWI) having on pupil progress? How do we know?
- Is the pupils' understanding, and effective use of vocabulary and developing? What is the impact of pre teaching?
- How do our assessments impact on teaching and learning?
- How we know that adults deployed in the classroom are helping children to overcome barriers to their learning?
- What is the school doing to close the gap for vulnerable pupils and those with SEND in maths?
- How do our assessments impact on teaching and learning?