



Our **Vision** is to be a...

**Caring Community,  
Courageously Learning,  
Inspired to Live Life to the Full.**

## CCI School improvement plan 2025-26



<b>Data Headlines 2024-25</b>		<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Phonics</b>	<b>GLD/Combined</b>
Number on roll 225/225						
Attendance average 2025	<b>EYFS</b>	<b>84%</b>	<b>81%</b>	<b>87%</b>	-	<b>77%</b>
Whole School 96.3%						
Pupil Premium 94.2%	<b>Y1</b>	<b>85%</b>	<b>85%</b>	<b>84%</b>	<b>91%</b>	<b>82%</b>
Not White British 95%						
EAL 94%	<b>Y2</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>83%</b>	<b>71%</b>
SEND 95%						
<b>Main areas of focus</b>	<ul style="list-style-type: none"> <li>• Further improvement of writing across the school</li> <li>• Consistent approach to teaching and learning</li> <li>• Further alignment of infant and junior school curriculums and approaches</li> </ul>					
<b>OBJECTIVES FOR 2025-26</b>						
<b>Quality of Education</b>	<b>Objective 1</b>	To raise the proportion of pupils achieving the expected standard in writing by implementing a mastery approach that builds sentence-level fluency, reduces cognitive load through scaffolded teaching, and ensures consistent opportunities for purposeful, high-quality writing across the curriculum.				
	<b>Objective 2</b>	To lead the implementation and quality assurance of the revised Teaching & Learning Policy, embedding agreed pedagogy and Quality First Teaching (QFT), with a clear focus on improving provision and outcomes for educationally disadvantaged pupils and those with SEND. This includes ensuring that problem-solving is consistently embedded across the mathematics curriculum to enhance reasoning, fluency, and application of knowledge (Ofsted action).				
<b>Leadership &amp; Management</b>	<b>Objective 3</b>	To deepen the understanding of Christ Church Infant School’s senior leaders and teaching team of the Key Stage 2 curriculum, including age-appropriate educational, social, and developmental expectations. This enhanced understanding will support stronger curriculum continuity, more effective transition planning between Key Stages 1 and 2, and improved cross-phase collaboration with partner junior schools.				

## Quality of Education: Objective 1

To raise the proportion of pupils achieving the expected standard in writing by implementing a mastery approach that builds sentence-level fluency, reduces cognitive load through scaffolded teaching, and ensures consistent opportunities for purposeful, high-quality writing across the curriculum.

Objective 1 TARGET	ACTIONS (RAG rate in T2, 4 & 6)	Milestones/desired outcome			WHO?	WHEN?
		T2	T4	T6		
<b>Embed the teaching sequence introduced in 2024–25</b> across the curriculum and continue to support staff in planning high-quality units of work.	<b>Provide staff training on planning a faction unit</b> in collaboration with Vicky Gordon to ensure high-quality and consistent literacy planning.	Planning is consistent in each year group.	Staff conferencing tells us that staff are secure in planning and delivery.	Teaching delivery is consistent in all year groups.	CM	
	<b>Embed "Teaching Strategies: 5-a-day"</b> across classrooms to strengthen daily teaching practice and consistency in pedagogy.				CM	
<b>Adapt long-term curriculum plans</b> to align with the second enquiry cycle, ensuring that each year group has a clear and simplified long-term plan covering all required content.	<b>Use Vicky Gordon's KS1 overviews</b> to refine long-term planning, ensuring coverage of the curriculum through simple, accessible formats.	Planning is consistent in each year group.	Staff conferencing tells us that staff are secure in planning and delivery.	Teaching delivery is consistent in all year groups.	CM	
	<b>Work with the phonics lead</b> to review and adapt the teaching and delivery of spellings, mapping these changes across the academic year.	The phonics programme shows spelling planning that progresses through the year.		Clear teaching of spellings can be seen consistently in phonics lessons.	CM	

<p><b>Strengthen the transition from EYFS to Year 1</b> by implementing a staggered approach to whole-class teaching that supports pupil readiness and engagement.</p>	<p><b>Revise Year 1 Term 2 data expectations</b> to ensure assessments reflect a realistic and accurate picture of pupils on track for end-of-year outcomes.</p>	<p>Planning shows clear and carefully planned transition with support for SEND and challenge for GDS</p>	<p>Pupil conferencing tells us that children managed the move into Y1 successfully.</p>	<p>EYFS plans for T6 are adapted to support this transition with some whole class drawing club and dictated sentences.</p>	<p>CM</p>	
	<p><b>Review expectations for Year 1 in Term 1</b>, allowing for a slow, developmentally appropriate start that builds pupil readiness over the year.</p>				<p>CM</p>	
<p><b>Ensure consistency in assessment and data levelling</b> by refining processes and providing training to support accurate and aligned judgements across the school.</p>	<p><b>Clarify expectations for the first data point</b> to ensure consistent understanding and accurate use of data across the team.</p>	<p>EYFS 75%</p> <p>Y1 81%</p>	<p>EYFS 80%</p> <p>Y1 85%</p>	<p>EYFS 85%</p> <p>Y1 87%</p>	<p>CM/GJ</p>	
	<p><b>Consider additional team-based monitoring and moderation meetings</b> to improve consistency and accuracy in assessment and feedback.</p>	<p>Y2 85%</p> <p>There will be a maximum of 5% data drop from EYFS T6 to T2 Y1</p>	<p>Y2 87%</p>	<p>Y2 89%</p>	<p>CM</p>	

<p><b>Streamline the approach to handwriting instruction</b> to ensure consistency and efficiency in delivery across all year groups.</p>	<p><b>Integrate handwriting into whole school lessons</b>, with discrete teaching of handwriting skills. This will be clearly shown on weekly planning, e.g. a dedicated handwriting focus within literacy sessions.</p>	<p>Planning is consistent in each year group.</p>	<p>Staff conferencing tells us that staff are secure in planning and delivery.</p>	<p>Teaching delivery is consistent in all year groups.</p>	<p>CM</p>	
	<p><b>Research a new scheme of work for handwriting</b> across the school, that feeds into CCJ's scheme and uses a cursive approach.</p>					<p>CM</p>

## Quality of Education: Objective 2

To lead the implementation and quality assurance of the revised Teaching & Learning Policy, embedding agreed pedagogy and Quality First Teaching (QFT), with a clear focus on improving provision and outcomes for educationally disadvantaged pupils and those with SEND. This includes ensuring that problem-solving is consistently embedded across the mathematics curriculum to enhance reasoning, fluency, and application of knowledge (Ofsted action).

Objective 2 TARGET	ACTIONS (RAG rate in T2, 4 & 6)	Milestones/desired outcome			WHO?	WHEN?
		T2	T4	T6		
Implementation of the Revised Teaching & Learning Policy	<b>Ensure all staff are familiar with the revised Teaching and Learning Policy</b> through effective communication, accessible documentation, and structured professional discussion.	All teaching staff have participated in an initial professional discussion to unpack the core changes.	Staff have engaged in peer observation or learning walks, referencing aspects of the policy	Learning walks show that changes are reflected in teaching.	SLT	T1

<p><b>Provide high-quality, targeted CPD</b> to support staff in embedding the pedagogical approaches outlined in the policy, ensuring alignment with whole-school teaching and learning priorities.</p>				SLT	T1-6
<p><b>Ensure consistent implementation of the policy across the school</b>, with clear expectations for all staff and pupils, supported by regular dialogue, exemplification, and guidance.</p>	<p>Leaders are engaging in regular dialogue with staff to clarify expectations and support implementation.</p>	<p>Areas of inconsistency or variation have been identified and addressed through coaching, team meetings, or targeted CPD.</p>	<p>Teaching and learning practices aligned to the policy are consistently evident across classrooms and subjects.</p>	SLT	T1-6

	<p><b>Facilitate professional collaboration</b> by creating opportunities for teachers and teaching partners to observe, co-plan, and team-teach, developing a shared understanding of effective practice and high expectations.</p>				SLT	T4
	<p><b>Align all monitoring activities with the teaching and learning principles,</b> ensuring that feedback is developmental, timely, and supports staff in refining and improving their practice.</p>	<p>Staff are clear on the areas they need to improve.</p>	<p>Staff feel supported to develop professionally.</p>	<p>Teaching and learning walks show progress for all staff.</p>	SLT	T4

Embedding Quality First Teaching (QFT)	<p><b>Embed consistent implementation of Quality First Teaching (QFT) strategies across all classrooms,</b> with a strong emphasis on adaptive teaching and inclusive practice.</p>	<p>Expectations for consistent implementation have been clearly communicated, and initial examples of good practice have been shared.</p>	<p>Learning walks and peer observations indicate increased consistency in QFT application across subjects. Adaptive strategies for meeting a range of needs are becoming evident in planning and classroom delivery, with targeted coaching provided where needed.</p>	<p>Ongoing quality assurance shows reduced variability and a clear alignment with whole-school expectations.</p>	SLT	T6
	<p><b>Support staff in developing and applying effective classroom strategies</b> that address the needs of disadvantaged pupils and those with SEND, ensuring these are embedded in everyday teaching.</p>	<p>CPD sessions and team meetings have focused on practical strategies for supporting disadvantaged and SEND learners, with staff beginning to trial approaches in their own classrooms.</p>	<p>Staff are increasingly using targeted strategies (e.g. scaffolding, pre-teaching, use of visuals, TA deployment) consistently. Pupil progress meetings reflect growing understanding of how to meet individual needs through high-quality teaching.</p>	<p>Teaching strategies for disadvantaged and SEND pupils are fully embedded, with evidence from observations, work scrutiny, and pupil voice showing improved access to learning and progress.</p>	JR	T2-3

<p><b>Utilise EEF guidance and current educational research</b> to inform high-quality CPD and professional dialogue, enabling staff to make evidence-informed decisions in their practice.</p>	<p>CPD is aligned with EEF guidance and relevant research, with a clear focus for the term (e.g. feedback, metacognition, or scaffolding).</p>	<p>Examples of research-informed practice are shared in staff briefings or learning communities.</p>	<p>Staff use research confidently to justify teaching approaches, and CPD planning for the next year continues to be shaped by best-available evidence.</p>	<p>JR</p>	<p>T4</p>
<p><b>Prioritise high-quality, responsive feedback for all pupils</b>, with a particular focus on ensuring disadvantaged learners receive timely, specific, and actionable feedback that supports progress.</p>	<p>CPD and modelling have supported the use of verbal and written feedback strategies that can be used effectively in class.</p>	<p>Work scrutiny and lesson observations show increasing use of targeted feedback, with a focus on next steps and pupil response. Disadvantaged pupils are receiving more consistent, actionable feedback that supports progress and understanding.</p>	<p>Feedback is consistently high-quality, timely, and impactful across the school. Disadvantaged learners in particular benefit from feedback that is clearly supporting their progress, as evidenced in books, data, and pupil voice.</p>	<p>JR/GR/HS</p>	<p>T5</p>

	<p><b>Promote effective use of assessment for learning (AfL)</b> to inform planning and adapt teaching in real time, ensuring lesson content is responsive to pupil need and fosters flexible, adaptive classroom practice.</p>	<p>CPD has reinforced key AfL strategies (e.g. questioning, hinge-point checks, mini-plenaries), and staff are implementing them more deliberately to check for understanding during lessons.</p>	<p>Observations and planning reviews show staff are regularly using AfL to adapt teaching during lessons. Pupil misconceptions are addressed promptly, and there is growing confidence in using assessment to inform next steps.</p>	<p>Staff are confidently using assessment to shape teaching in real time and close learning gaps effectively, particularly for priority pupils.</p>	SLT	T5
<p>Improving Provision for Disadvantaged Pupils and Pupils with SEND</p>	<p><b>Identify and address barriers to learning</b> for disadvantaged and SEND pupils through high-quality, inclusive teaching and tailored support strategies that meet individual needs.</p>	<p>Teachers have identified key barriers to learning for disadvantaged and SEND pupils using assessment and observational data. CPD and planning support have focused on inclusive, classroom-based strategies tailored to individual needs.</p>	<p>Staff are applying tailored support strategies with increasing confidence, and in-class adaptations are clearly evident. Provision maps or pupil passports are regularly reviewed to reflect individualised support based on emerging needs.</p>	<p>Barriers to learning are being consistently addressed through inclusive teaching, with a clear reduction in dependency on additional adult support. Improved outcomes and engagement for target pupils are reflected in progress data and pupil voice.</p>	JR	T2

<p><b>Monitor the impact of teaching and interventions</b> on pupil outcomes through regular data analysis, pupil progress meetings, and ongoing professional dialogue.</p>	<p>A consistent approach to data analysis and pupil progress meetings is established, with focused discussion on intervention impact and teaching strategies.</p>	<p>Progress meetings and data reviews inform targeted changes to provision where needed. Staff are using data and pupil work to reflect on the effectiveness of interventions and teaching, particularly for disadvantaged and SEND pupils.</p>	<p>Staff can clearly articulate the impact of teaching and interventions on pupil outcomes, and changes to provision are timely and effective.</p>	<p>JR</p>	<p>T2</p>
<p><b>Empower staff to evaluate and adapt their approaches,</b> enabling them to identify which strategies are most effective for individual pupils and to adjust planning and provision in a timely and responsive manner.</p>	<p>Staff have been supported through coaching and CPD to reflect on teaching strategies and their impact on individual pupils.</p>	<p>There is growing confidence in changing strategies based on evidence from lessons and pupil response.</p>	<p>Staff routinely adapt and personalise teaching in real time, demonstrating a clear understanding of what works for whom and why.</p>	<p>JR</p>	<p>T3</p>

<p><b>Review the effectiveness of support for disadvantaged pupils in daily fluency sessions,</b> with a specific focus on Year 1 ‘quick maths’, ensuring interventions are impactful and inclusive.</p>	<p>Year 1 staff have identified disadvantaged pupils requiring additional support in fluency sessions, particularly in ‘quick maths’. Baseline assessments have been completed and initial adjustments to delivery made.</p>	<p>Observations and fluency session reviews show that disadvantaged pupils are actively engaged and making progress. Intervention groups are reviewed regularly, and strategies are adapted to improve impact and inclusion.</p>	<p>Daily fluency sessions, including ‘quick maths’, show measurable improvement in fluency for disadvantaged pupils. Sessions are inclusive, with scaffolding and challenge well matched to need, and positive impact seen in formal assessments.</p>	<p>JR/HS</p>	<p>T4</p>
<p><b>Embed the ‘least support first’ approach,</b> regularly reviewing scaffolding to ensure it is purposeful, and gradually reduced as pupils become more independent.</p>	<p>The ‘least support first’ approach has been introduced through CPD, with staff beginning to <b>plan for independence</b> by applying purposeful scaffolding. Key pupils identified for focused monitoring.</p>	<p>Lesson observations show that scaffolds are <b>appropriate and regularly reviewed</b>, with clear plans for reducing support over time. Teachers are encouraging greater pupil independence, especially in written and problem-solving tasks.</p>	<p>Pupils demonstrate <b>increased independence and resilience</b>, with scaffolds used only when necessary. Staff have embedded the ‘least support first’ mindset, and independence is a visible part of classroom culture.</p>	<p>JR</p>	<p>T2</p>

	<p><b>Ensure pupils have access to high-quality language role models,</b> particularly through structured talk-based strategies such as ‘talk trios’ and collaborative group learning, to enhance communication and reasoning skills.</p>	<p>Talk-based strategies (e.g. ‘talk trios’, structured discussion roles) have been introduced and modelled. Staff are beginning to integrate planned opportunities for high-quality dialogue into lessons.</p>	<p>Classroom talk is purposeful and structured, with clear evidence of pupils using academic language and reasoning. Teachers are consistently modelling high-quality language and embedding collaborative talk in their practice.</p>	<p>Talk strategies are embedded across subjects and year groups, supporting strong communication skills, especially for disadvantaged pupils. Collaborative dialogue and structured reasoning are a routine part of learning.</p>	<p>JR</p>	<p>T5</p>
<p>Ensuring Pedagogical Consistency and Quality Assurance</p>	<p><b>Establish a robust cycle of monitoring, feedback, and instructional coaching</b> to ensure consistency and high standards in the delivery of teaching across all classrooms.</p>	<p>A structured monitoring and coaching cycle is in place, with clear roles, timelines, and focus areas.</p>	<p>Feedback is targeted, timely, and linked to agreed priorities, and there is visible improvement in teaching consistency across classrooms.</p>	<p>Monitoring identifies fewer inconsistencies and greater alignment with expectations.</p>	<p>AM</p>	<p>T1</p>

	<p><b>Use learning walks, book looks, and lesson visits strategically</b> to evaluate the implementation of the Teaching and Learning Policy and to identify areas for targeted professional development.</p>	<p>A strategic calendar for learning walks, book looks, and observations is in place.</p>	<p>Monitoring activities provide clear evidence of policy implementation trends across phases. Findings are being used to shape team-specific support and professional development sessions.</p>	<p>Monitoring shows strong implementation of policy expectations across the school.</p>	<p>SLT</p>	<p>T1-6</p>
<p>Embedding Problem-Solving in Mathematics (Ofsted Action)</p>	<p><b>Ensure problem-solving is explicitly planned for and regularly taught across all year groups</b>, with a clear progression in reasoning skills and the application of number fluency.</p>	<p>Teachers are explicitly planning and delivering problem-solving tasks, with a focus on reasoning and fluency application.</p>	<p>Problem-solving is evident in planning, lessons, and pupil work, with increasing complexity and independence. Reasoning tasks are used more regularly, and progression is more coherent across year groups.</p>	<p>Problem-solving and reasoning are embedded across the curriculum, with clear progression in pupil responses. Teachers demonstrate confidence in teaching reasoning, and pupils are applying number fluency to solve problems with increasing skill.</p>	<p>HS</p>	<p>T3</p>

<p><b>Provide targeted CPD to strengthen staff confidence and subject knowledge,</b> particularly in teaching problem-solving and developing pupils' mathematical reasoning and thinking.</p>	<p>CPD has focused on core problem-solving strategies and mathematical reasoning, with opportunities for modelling and discussion. Staff have begun applying strategies in their lessons.</p>	<p>Targeted CPD continues, informed by lesson observations and staff feedback. Staff confidence is improving, and classroom practice reflects a wider range of reasoning and problem-solving approaches.</p>	<p>Staff demonstrate stronger subject knowledge and pedagogical confidence, particularly in teaching problem-solving. Lesson observations and pupil work show improved quality and frequency of reasoning tasks.</p>	<p>HS</p>	<p>T4</p>
<p><b>Use pupil conferencing to assess the retention and recall of key number facts,</b> ensuring core knowledge is secure and informing next steps in teaching.</p>	<p>Pupil conferencing has begun in key year groups, focused on assessing recall of number facts. Findings are shared with teachers and used to identify pupils needing targeted support.</p>	<p>Conferencing is embedded into assessment routines. Teachers are using pupil responses to adapt teaching and revisit key number facts more strategically during fluency sessions.</p>	<p>Pupil conferencing shows improved retention and recall of number facts across classes. Outcomes are used in end-of-year planning to ensure secure foundations for the following year.</p>	<p>HS</p>	<p>T1-6</p>

	<b>Ensure daily 'quick maths' sessions are of high quality</b> , with a focus on fluency, automaticity, and reducing cognitive load to support long-term retention and understanding.	Quick maths sessions are established across all classes, with a focus on accuracy and speed. CPD has supported staff in using strategies to reduce cognitive load and promote fluency.	Sessions show improved pace and structure, and pupils demonstrate growing automaticity with key facts. Monitoring and pupil voice confirm increased confidence and enjoyment in fluency tasks.	Quick maths sessions are embedded and effective, supporting long-term retention of number facts. Pupil outcomes reflect increased fluency and readiness for more complex problem-solving.	HS	T3
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## LEADERSHIP & MANAGEMENT

**Objective 3:** To deepen the understanding of Christ Church Infant School's senior leaders and teaching team of the Key Stage 2 curriculum, including age-appropriate educational, social, and developmental expectations. This enhanced understanding will support stronger curriculum continuity, more effective transition planning between Key Stages 1 and 2, and improved cross-phase collaboration with partner junior schools.

TARGET	ACTIONS (RAG rate in T2, 4 & 6)	Milestones/desired outcome			WHO?	WHEN?
		T2	T4	T6		

Strengthen Knowledge of Key Stage 2 Curriculum Expectations	Facilitate CPD sessions for infant school leaders and staff on the structure, content, and expectations of the KS2 curriculum in core subjects, with a particular focus on Science.	Initial CPD delivered on KS2 Science and curriculum structure.	Staff discussions show increased understanding of Year 3 expectations.	CPD outcomes reflected in planning and transition conversations.	AM/HS	T3 & 5
	Develop a shared understanding of progression from KS1 to KS2, with a focus on how knowledge and skills are built upon in Years 3 and 4.	Progression in core subjects mapped from Year 2 to Year 3.	Staff use progression understanding to support transition planning.	Shared progression maps reviewed and agreed with junior school.	AM	T1-6
Deepen Understanding of Developmental Needs of Junior-Aged Pupils	Provide training or joint professional dialogue on the developmental, social, and emotional needs of pupils aged 7–11, with a focus on readiness for more independent learning and increasing curriculum demands.	Initial session held on readiness for independence and social development.	Ongoing staff dialogue around support for emotional needs at transition.	Strategies embedded in Year 2 to support smoother adjustment to KS2.	AM/JR	T3 & 5
	Encourage cross-phase staff visits or shadowing opportunities to observe junior-aged pupils in context.	Year 2 staff visit junior classrooms to observe learning and routines.	Additional shadowing focused on independence and expectations.	Staff reflections used to adapt KS1 routines and prepare pupils.	AM	T1-6
Strengthen Transition Planning Between Infant and Junior Schools	Review and co-develop transition procedures to ensure they support a smooth academic and social transition from Year 2 to Year 3.	Transition procedures reviewed and initial updates agreed with CCJ.	Revised plan trialed with summer transition activities.	Joint evaluation informs improved approach for next academic year.	JR/GJ	T4

	Develop a shared pupil profile or transition document that captures key strengths, needs, and support strategies to pass on to junior school colleagues.	Format for pupil profile agreed between both schools.	Profiles trialled with selected pupils and reviewed by both schools.	Completed documents shared to support individual transitions.	JR	T5
	To develop a consistent approach to supporting children to resolve conflict without reducing adult support as the children mature and prepare for KS2.	Shared language and expectations introduced across KS1.	Pupils using conflict resolution strategies with growing independence.	Year 2 pupils showing readiness for KS2 social expectations.	AM/GJ	T5 & 6
Build Cross-Phase Curriculum Leadership	Consider longer term, more authentic opportunities for cross-working for children in both school through their school years but also once they have left.	Year 2 pupils showing readiness for KS2 social expectations.	First cross-school opportunity piloted (e.g. shared event).	Longer-term strategy drafted based on pupil and staff feedback.	AM/PO	T4
	Establish regular curriculum leader meetings across the two schools to discuss curriculum intent, sequencing, and shared priorities in key subjects.	First joint meeting held; key subjects and goals agreed.	Ongoing meetings focus on sequencing and shared gaps.	Shared priorities identified for next year's curriculum planning.	AM/GJ	T3
	Identify and align key subject-specific vocabulary, approaches to pedagogy, and assessment expectations across Years 2 and 3.	Vocabulary and teaching approaches compared in key subjects.	Agreed list of shared vocabulary and strategies developed.	Consistent approaches seen in planning and transition documents.	GJ/AD	T5

	Review the CCI enquiry curriculum to ensure that it is meeting learners' needs at an appropriate level and relevant, considering CCI curriculum.	CCI curriculum reviewed with junior input.	Adjustments made to improve progression and relevance.	Final review confirms improved alignment across schools.	GJ/JR	T2
	Work with CCJ to agree learning loops and retention of facts for Science and History.	Key knowledge and retention expectations mapped for Y2–Y3.	Shared planning ensures continuity in key content.	Learning loops refined based on feedback and evidence.	HS/RC	T3 & 5
Promote Ongoing Cross-Phase Collaboration	Plan two joint moderation or planning session between Year 2 and Year 3 teachers.	First joint planning session completed with curriculum focus.	Second session focuses on assessment and next steps.	Staff feedback used to plan future cross-phase collaboration.	GJ/AD	T2
	Explore shared CPD or INSET opportunities to build relationships and shared language between both staff teams.	First joint CPD session delivered (e.g. on curriculum or SEND).	Staff voice indicates growing shared understanding.	Joint CPD planned as regular feature for following year.	AM/PO	T3
Evaluate Impact of Transition and Collaboration Efforts	Collect pupil voice feedback during the autumn term in Year 3 to evaluate how well pupils have transitioned from KS1.	CCJ collects Year 3 pupil voice on transition experiences.	Feedback shared with CCI to inform future transition planning.	Findings used to adjust curriculum and support for future cohorts.	PO	T1
	Use feedback from staff and outcomes data to assess the effectiveness of cross-phase collaboration and identify next steps.	Early staff feedback gathered on joint work and curriculum links.	Pupil outcomes and staff voice used to assess impact.	Summary report produced to inform planning for next year.	AM	T4