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

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

*Jesus said, **"I have come that you may have life and have it to the full."***
(John 10:10)

CCI School Improvement Plan 2026-27







Review dates: December 2026, March 2027 & July 2027

Attainment & Data Headlines 2025-26

Number on roll 225/225		Reading	Writing	Maths	Phonics	GLD/Combined
Attendance average Whole School 96.6% Pupil Premium (Priority) 93% Not White British 96% EAL 96% SEND 96%	**EYFS**	**87.8%**	**85.1%**	**90.5%**	**-**	**84%**
	Y1	**81.3%**	**78.7%**	**84%**	**88%**	**73%**
	Y2	**86.5%**	**85.2%**	**82.4%**	**100%**	**77%**
Main areas of focus for attainment	Y1 Writing, Y1 PP phonics, EYFS PP all subjects, Y1 PP all subjects, Y1 SEN all subjects, Y2 maths					

Our Three Strategic Priorities

READING

To see stronger reading outcomes and narrowed disadvantages gaps

Strengthen fluency, phonics and comprehension

- Evidence-informed teaching
- Target disadvantaged pupils
- Faster Read in Year 2

Outcome: Confident, successful readers

METACOGNITION

To see children who can think about, manage and improve their own learning

Develop resilience, independence and self-regulation

- Shared learning behaviours
- Explicit modelling
- Year 2 readiness for KS2

Outcome: Reflective, independent learners

OFSTED READINESS & SELF-EVALUATION

To see staff who are able to explain and evidence the school's strengths, priorities and impact.

A confident staff team who can clearly explain the school's work, demonstrate impact and contribute to continuous improvement.

- Understanding expected standards
- Curriculum articulation
- Inclusion and disadvantage
- Evidence-informed self-evaluation

Objective 1: To strengthen the teaching of reading across the school, using evidence-informed approaches to fluency, comprehension and phonics, so that all pupils, particularly disadvantaged pupils, achieve strongly as readers.						
ACTIONS (RAG rate in T2, 4 & 6)	**Milestones/desired outcome**				**WHO?**	**WHEN?**
	Target	**T2**	**T4**	**T6**		
Deliver a programme of professional development based on research from Chris Such, Mary Myatt and relevant EEF guidance, focusing on reading fluency, vocabulary and comprehension.	100% of teaching staff demonstrate improved subject knowledge and confidence through professional dialogue, lesson observations and staff evaluations, with reading teaching judged consistently good or better across the school.	Staff can articulate key principles of effective fluency and comprehension instruction.	Reading monitoring identifies that most staff are confidently applying agreed strategies.	Reading teaching is consistently good or better across the school.	AM/JR	T3
Implement precision teaching approaches to rapidly identify and address gaps in phonics, early reading and key foundational learning, with a particular focus on disadvantaged pupils, pupils with SEND and vulnerable learners in EYFS and KS1. Precision teaching will be embedded throughout the school day and within targeted phonics interventions to ensure pupils make accelerated progress from their starting points.	Targeted pupils, particularly PP and SEND pupils in EYFS and KS1, demonstrate accelerated progress in phonics and early reading, resulting in reduced attainment gaps and increased numbers achieving expected standards in reading and phonics.	Priority pupils have been identified and precision teaching is embedded within daily practice and phonics interventions, with pupils beginning to make measurable progress towards individual targets.	Most targeted pupils are making accelerated progress, with assessment information demonstrating that identified gaps in phonics, reading and foundational skills are narrowing.	Targeted PP and SEND pupils have made accelerated progress from their starting points, resulting in significantly reduced gaps and improved attainment in phonics and reading.	AM/JR/GR	T2 onwards
Develop and implement a whole-school fluency progression, including teacher modelling, 'faster reading' and repeated reading strategies.	Evidence of fluency strategies observed in 100% of active reading sessions, with pupil reading assessments showing improved accuracy, automaticity and expression across all year groups.	Fluency activities are evident in reading lessons across all year groups.	Monitoring shows fluency teaching is consistently embedded in the majority of reading sessions.	Fluency strategies are embedded school-wide, with pupils reading confidently and accurately.	JR	T2

Review and refine KS1 comprehension teaching to ensure high-quality questioning, vocabulary development and explicit modelling of thinking processes are embedded throughout the school.	All pupils access explicit comprehension instruction, with end-of-year reading attainment increasing and gaps between priority and non-priority pupils reducing from baseline.	Staff training completed on explicit comprehension instruction, vocabulary development and questioning.	Book scrutiny and lesson visits show pupils regularly accessing high-quality comprehension activities and discussion.	Consistent, high-quality comprehension teaching is evident across the school.	JR	T3
Implement targeted identification, intervention and monitoring for priority pupils, ensuring provision is responsive and closely tracked.	At least 90% of priority pupils make expected progress in phonics and reading, with a minimum of 50% making accelerated progress from their starting points.	Priority pupils in phonics and reading identified through assessment and pupil progress discussions.	Progress data shows priority pupils are making at least expected progress from their starting points.	The attainment and progress gap between priority pupils and their peers has narrowed.	JR	T2
Introduce and monitor the Faster Read approach in a Year 2 class, evaluating its impact on reading fluency, confidence and comprehension against the cost of texts.	Year 2 pupils involved in Faster Read demonstrate measurable improvements in reading speed, fluency and comprehension, with outcomes informing future whole-school implementation. Priority pupils make accelerated progress.	Faster Read trialled in a Year 2 and baseline fluency assessments completed.	Interim evaluation demonstrates improvements in reading fluency, confidence and engagement for participating pupils.	Final evaluation evidences the impact of Faster Read on fluency and comprehension, informing decisions about future implementation across the school.	JR/GJ	T4

Develop and implement EYFS Active Reading sessions that explicitly promote comprehension skills, reading for pleasure and engagement with a wide range of high-quality texts.	Children in EYFS will regularly access and engage with high-quality texts, developing a genuine enthusiasm for reading and becoming absorbed in stories and books. Staff will confidently articulate and demonstrate the distinction between phonics instruction and reading for meaning and enjoyment.	Staff adapt Active Reading planning to incorporate a diverse range of high-quality texts and meaningful comprehension activities, ensuring all pupils can access and engage with different genres, authors and themes.	Pupils demonstrate a love of reading by independently choosing to engage with books and stories and can confidently talk about when, where and why they enjoy reading within the EYFS learning environment	Learning walks and lesson observations demonstrate a refined Active Reading approach, with children actively reading for pleasure, discussing texts, and applying comprehension skills alongside phonics knowledge.	JR/GR	T4

Objective 2: To improve pupils' resilience, independence and self-regulation through a consistent approach to learning behaviours, metacognition and social-emotional development, ensuring Year 2 pupils are confident, reflective learners ready for transition to Year 3.

ACTIONS (RAG rate in T2, 4 & 6)	Milestones/desired outcome				WHO?	WHEN?
	Target	T2	T4	T6		
SLT to research effective approaches to developing resilience, independence, self-regulation and metacognition, drawing particularly on EEF guidance and examples from other schools, to identify key principles appropriate to EYFS and KS1.	To ensure the school's approach is grounded in evidence and is developmentally appropriate for EYFS and KS1 pupils. This will provide a shared understanding of what successful independence, resilience and self-regulation look like in our context.	SLT review EEF guidance and relevant research. Audit current practice across the school to identify key areas of strength and development.	Share findings with staff. Agree core principles that will underpin future work.	Staff evaluation completed. Effective strategies identified and prepared for wider implementation.	AM	T2

Teachers to explicitly teach, model and provide opportunities for pupils to develop independence, including organising themselves, selecting and gathering resources, solving problems and choosing appropriate strategies when they encounter difficulties.	To ensure children develop the practical learning behaviours needed to become confident, resilient learners who can increasingly manage their own learning.	Baseline observations undertaken. Teachers identify priority behaviours and begin modelling expectations.	Consistent opportunities for independent organisation and problem-solving evident across classes. Staff gather examples of impact on pupil behaviour and learning.	Increased numbers of pupils able to self-organise, access resources independently and apply appropriate problem-solving strategies. Evidence gathered through learning walks, pupil voice and classroom observations.	AM	T4
Review the impact of strategies trialled across the year and agree a consistent whole-school approach. Develop a simple one-page visual that clearly communicates expectations for staff, pupils, governors and visitors.	To establish a shared language and consistent expectations for independence, resilience and self-regulation across the school.	Initial framework ideas discussed following research and audits.	Staff feedback gathered on strategies trialled. Draft visual framework developed.	Whole-school approach agreed. One-page visual published and shared with staff and governors.	AM	T6

Monitor and evaluate the impact of the school's approach through learning walks, pupil voice, staff feedback and transition discussions, with a particular focus on Year 2 pupils' readiness for Year 3.	To ensure that improvements in resilience, independence and self-regulation lead to positive outcomes for pupils and support successful transition to Key Stage 2.	Baseline measures established through learning walks and pupil voice.	Mid-year review undertaken to assess emerging impact.	End-of-year evaluation completed. Year 2 pupils demonstrate greater confidence, independence and ability to reflect on their learning. Recommendations identified for the 2027–28 School Improvement Plan.	AM	T6

Objective 3: To develop staff understanding of the new Ofsted framework and expected standards, ensuring all staff can confidently articulate the school's curriculum, inclusion, culture and impact, and contribute effectively to ongoing self-evaluation and school improvement.

ACTIONS	TARGET	Milestones/desired outcome			WHO?	WHEN?
		T2	T4	T6		
Refresher training on disadvantaged strategy and SEND provision.	Staff understand how the school's provision supports disadvantaged pupils, SEND pupils and those facing barriers.	Staff articulate key barriers faced by priority pupils.	Monitoring shows appropriate adaptations and support in classrooms.	Staff can confidently explain the impact of support and intervention strategies.	JR	T3
Staff introduced to the Ofsted toolkit expected standards.	Embed a culture of evidence-informed self-evaluation	All staff understand the key areas of the framework and how these relate to their role.	Staff discussions demonstrate increased familiarity with expected standards	Staff identify priorities for 2027-28 based on evidence gathered.	AM	T2
Curriculum leaders to provide training and curriculum conversations focused on subject intent, progression, sequencing and adaptation for all learners.	Staff can confidently articulate how the curriculum is designed, sequenced and adapted to meet the needs of all pupils.	Staff understand the key curriculum principles for their phase/subject and can explain intended end points	Monitoring and curriculum discussions show staff can explain curriculum sequencing, adaptations and how learning builds over time.	Staff confidently articulate the rationale, implementation and impact of the curriculum, including how it meets the needs of disadvantaged pupils and those with SEND.	GJ	T4

Develop leaders' and teachers' understanding of how curriculum impact is evidenced through pupils' learning, work and discussions.	Staff use assessment, pupil voice and work scrutiny effectively to evaluate whether pupils are remembering and applying key knowledge and skills.	Staff understand the key knowledge, vocabulary and end points for their curriculum areas.	Subject leaders gather evidence through pupil discussions, work scrutiny and assessment activities.	Monitoring demonstrates that pupils can articulate their learning, recall prior learning and make connections across the curriculum.	GJ	T5
Further develop adaptive teaching strategies to ensure all pupils successfully access the curriculum.	Teachers consistently adapt learning whilst maintaining high expectations and curriculum ambition for all pupils, including disadvantaged pupils and those with SEND.	Professional development on adaptive teaching completed and expectations agreed.	Learning walks and monitoring show adaptive strategies are routinely evident in classrooms	Monitoring and pupil outcomes demonstrate that pupils with SEND and disadvantaged pupils are successfully accessing and progressing through the curriculum alongside their peers.	JR	T5/6