



Cheriton Bishop Community Primary School
Academy Strategic Improvement Plan
(ASIP)
2024-25

Previous Ofsted areas for development and follow up:

Last Ofsted date: July 2023

Objective set within the Ofsted report	Actions to be taken to achieve the objective Who, when, cost?	RAG evidence and impact. Has it been achieved?		
		Autumn	Spring	Summer
1. Ensure that there is clear sequencing of the essential knowledge in all subjects, and that staff have the necessary expertise and subject knowledge to implement the curriculum effectively.	<p>Release time for subject leaders to create and implement action plans.</p> <p>Monitoring of impact through learning walks, book trawls and pupil voice.</p> <p>INSET planned and delivered to support implementation of action plans.</p>			
2. Ensure that assessment is effectively used to identify gaps and misconceptions in pupils' knowledge, and that teachers adapt teaching and learning accordingly.	<p>AC and subject leaders to audit assessment systems in place across the curriculum.</p> <p>Subject leader action plans to include a focus on assessment and adaptive teaching in their subjects.</p> <p>Termly programme of subject development to be included in INSET programme.</p>			
3. Ensure that all staff have consistently high expectations of behaviour, and that behaviour is managed in line with school policies.	<p>BLP and the Relational Approach to be relaunched and monitored by HS and AC.</p> <p>INSET to be delivered based on action plan.</p> <p>Clear procedures and a behaviour 'ladder' to be in place by end of autumn term – AC and HS.</p>			

Key priority 1 – interpretation of trust priority: Developing a relational approach to behaviour				
Objective	Actions required Who, when, cost?	RAG Evidence & impact		
		Autumn	Spring	Summer
To complete the first module of staff INSET on the relational approach and begin to implement strategies.	All teaching staff First module booked in for 16.10.24 Additional hours for TAs and preschool staff			
To complete the subsequent module/s as appropriate and continue to embed the relational approach across the school.	As above. Learning walks and pupil voice to monitor the impact by AC / HS.			
To further embed the Building Learning Power (BLP) approach as a framework to teach the children positive learning behaviours, including creating a skills progression.	HS to lead staff meeting on 10.10.24. Release time for HS to carry out learning walks during autumn term. Skills progression to be completed by end of autumn term. Follow-up staff meetings / coaching to be arranged as necessary and to be decided by HS and AC.			
Key priority 2 – interpretation of trust priority: Writing				
Objective	Actions required Who, when, cost?	RAG Evidence & impact		
		Autumn	Spring	Summer
To ensure the writing curriculum is clearly sequenced to support children’s learning.	New writing progression and curriculum statement to be completed and available online by 10.10.24, following staff INSET. Staff meeting time for teachers to check and monitor the sequencing and impact on learning.			
To develop a strong and consistent approach to the teaching of writing across the school.	Whole-trust INSET in November and January. Book trawls and learning walks to monitor implementation and impact – AC and KS. Monitoring of assessment points throughout year – AC and KS.			

	Termly internal and external moderation of writing.			
Key priority 3 – interpretation of trust priority: Ordinarily Available Inclusive Provision (OAIP)				
Objective	Actions required Who, when, cost?	RAG Evidence & impact		
		Autumn	Spring	Summer
For all teaching staff to attend the trust INSET on OAIP in classrooms.	October and ongoing as becomes available.			
To audit our current OAIP provision across the school and create an action plan to set out development in this area.	AC and RK – autumn term.			
To begin to implement the action plan.	Autumn term start with termly learning walks and pupil voice monitoring – AC and RK.			
Key priority 4 – individual to school: Sequencing and development of the curriculum				
Objective	Actions required Who, when, cost?	RAG Evidence & impact		
		Autumn	Spring	Summer
To monitor and further develop the curriculum in History, Geography, Science, Maths and RE.	Release time for subject leaders to develop action plans and carry out monitoring through learning walks, book trawls and pupil voice. INSET to be planned as necessary.			
To ensure clear sequencing to support children’s learning in the curriculum in Music, PSHE, Art, DT, MFL and Computing.	Release time for subject leaders to develop action plans and carry out monitoring through learning walks, book trawls and pupil voice. INSET to be planned as necessary.			
To audit and develop assessment systems across the curriculum.	AC to audit current situation and carry out INSET.			
Key priority 5 – individual to school: Reading and phonics				
Objective	Actions required Who, when, cost?	RAG Evidence & impact		
		Autumn	Spring	Summer

To continue to develop the teaching of phonics and early reading across EYFS and KS1.	Trust phonics lead visit in October. Release time for subject lead to develop action plan and monitor delivery.			
To develop and implement a consistent and sequenced programme for the teaching of reading in KS2.	<p>Literacy Shed subscription to be purchased.</p> <p>AC to create teaching statement for staff and deliver INSET, including timetabling plan.</p> <p>AC and KS to monitor implementation with learning walks, book trawls and pupil voice.</p>			
To place reading at the heart of our curriculum and raise its profile across the school.	<p>Celebration of reading achievements in celebration assemblies.</p> <p>Reading Spine to be revisited and expectation of class read-alouds.</p> <p>Library to be moved into main school building to allow children more access.</p> <p>Junior Librarian and Buddy Reader roles to be established from Y5&6 children.</p> <p>World Book Day to be celebrated in March.</p>			