



Cheriton Bishop Community Primary School
Academy Strategic Improvement Plan
(ASIP)
2025-26

Previous Ofsted areas for development and follow up:

Last Ofsted date: July 2023

Objective set within the Ofsted report	Actions required (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.	- Clear programme of monitoring and CPD from AH and subject leaders throughout the year to maintain standards and build on progress. - Continue to access support from trust leaders and subject specialists as appropriate.			
2. Ensure that assessment is effectively used to identify gaps and misconceptions in pupils' knowledge, and that teachers adapt teaching and learning accordingly.	- Monitoring focus from AH and subject leaders on assessment and impact, including focus on foundational skills. - Detailed data tracking to inform PPMs and interventions.			
3. Ensure that all staff have consistently high expectations of behaviour, and that behaviour is managed in line with school policies.	- Relational approach training refresher to be delivered on September INSET day. - Support to continue from trust SEND leads as necessary. - BLP programme to be relaunched and further embedded (see below).			

Key priority 1 – interpretation of trust priority: EYFS (Note: CPD and input coming from the trust so objectives may change)				
Objective	Actions required Who, when, cost?	RAG Evidence & impact		
		Autumn	Spring	Summer
To embed an effective, progressive and proactive approach to oracy in the Early Years.	Training for all EY staff based on best practice from research and trust support. Monitoring and support from CG and KS.			
To continue to develop and embed the progression of knowledge and skills, especially in maths.	Monitoring and support from KS and CG. Audit current planning and work to integrate a defined maths progression into EY planning.			
To build a vision for the outside area of Reception and plan towards delivering.	Vision statement to be revised with staff voice included and published.			
Key priority 2 – interpretation of trust priority: OAIP and inclusive practice				
Objective	Actions required Who, when, cost?	RAG Evidence & impact		
		Autumn	Spring	Summer
What does OAIP look like across the curriculum?	Subject leaders to audit OAIP provision and impact in their subject areas as part of their regular monitoring. Action points to added to subject action plans. Feedback and CPD provided to staff as necessary as part of monitoring / CPD cycle.			
Key priority 3 – interpretation of trust priority: Writing				
Objective	Actions required Who, when, cost?	RAG Evidence & impact		
		Autumn	Spring	Summer
To develop and improve the practice of shared writing in all year groups.	CPD to be delivered early in the autumn term – AC / CA			

	Monitoring of shared writing practice followed by CPD to address weaknesses.					
To strengthen our school teaching of writing to children with SEND / LPA, using assessment to fill gaps and address misconceptions.	Book trawl and monitoring to identify key children and audit provision and progress. Highlight good practice for CPD. Release teachers for 'drop ins' to other lessons to observe good practice.					
To ensure the teaching of 'greater depth' skills in all year groups to ensure stronger outcomes in this area.	CPD to identify and clarify GD skills and knowledge in different year groups. Subject leader to contact / visit other trust schools to observe good practice. CPD sessions and monitoring to support implementation.					
Key priority 4 – individual to school: Developing an oracy culture in school and embed the use of talk as a learning tool.						
Objective	Actions required (who, when, cost?)			RAG Evidence & impact		
	Autumn	Spring	Summer	Autumn	Spring	Summer
To develop a set of 'talk rules' for our school to be used in all lessons.	Staff CPD to introduce Follow up CPD to gain feedback / top tips, etc.	Monitor and review – learning walks and PV Intro idea of writing answer first? (TLAC)	Monitor and review – learning walks and PV			
To embed an expectation of children speaking in whole sentences when answering questions in lessons.	Develop sets of stem sentences for display in classes – teachers CPD session. Follow up CPD to gain feedback / top tips, etc.	Monitor and review – learning walks and PV	Monitor and review – learning walks and PV			

To embed using 'cold calling' in lessons through a structured technique that supports children's engagement.	Staff CPD – based on TLAC / Walkthrus Follow up CPD to gain feedback / top tips, etc.	Monitor and review – learning walks and PV	Monitor and review – learning walks and PV			
Key priority 5 – individual to school: Further embedding BLP as our approach to teaching positive learning behaviours.						
Objective	Actions required (who, when, cost?)			RAG Evidence & impact		
	Autumn	Spring	Summer	Autumn	Spring	Summer
To reiterate and refresh our vision for BLP in our school.	CPD for staff to 'relaunch' centred around vision – HS Info and parents (parent forum?) – HS / AC Regular assemblies timetabled in for the year – AC	Regular assemblies continue. Monitor and review – learning walks and PV - HS	Regular assemblies continue. Monitor and review – learning walks and PV - HS			
To establish a shared language around BLP and ensure it is being consistently applied.	CPD for staff – HS Monitor and review – learning walks and PV – HS	Monitor and review – learning walks and PV – HS Staff CPD to share good practice and develop.	Monitor and review – learning walks and PV – HS Staff CPD to share good practice and develop.			
To establish child 'BLP champions' in each class.	HS to establish	Meeting with BLP Champions – HS	Meeting with BLP Champions – HS			

	Children to start leading assemblies – HS	Chn leading regular assemblies.	Chn leading regular assemblies.			
Key priority 6 – individual to school: Developing the environmental and outdoor learning elements of our curriculum.						
To establish a programme of forest school sessions for different year groups.	Dates to be planned for sessions - AF / AC (teaching time to be covered internally)	Sessions delivered and evaluated AF / AC	Sessions delivered and evaluated Plans reviewed and updated for next year AF / AC			
To plan and begin to implement an environmental curriculum.	Audit existing curriculum plans to understand current position. Create action plan. RL / AC / AF	CPD for staff on identified priorities. Monitoring cycle established RL / AC	Monitoring cycle embedded. Evaluation to inform next steps on action plan.			
To develop the use of outside areas across the curriculum.	See above. RL / AF / AC	Implementation of action plan and outside areas being used more in the curriculum. Monitoring cycle in place. RL / AC / AF	Monitoring cycle embedded. Evaluation to inform next steps on action plan.			