

Chandlers Ford Infant School



School Improvement Plan

2026 - 2027



Summary School Improvement Targets 2026-2027

Key Target 1: Attainment

Raise outcomes and achievement of writing through improving children's foundational knowledge and skills of handwriting and spelling.

Success Criteria:

1. By the end of the year staff will be able to demonstrate strong handwriting subject knowledge and deliver high-quality, progressive teaching of handwriting and spelling.
2. By the end of the year children will be able to form letters correctly, size them appropriately, use correct joins (in Year 2), and create consistently well-presented written work across the curriculum
3. By the end of the year children will be using a dynamic tripod grid, where appropriate
4. Children will demonstrate improved spelling accuracy through the consistent application of the agreed non-negotiable spelling list, taught phonics and spelling patterns in independent writing.

Key Target 2: Curriculum and Teaching

Understand, assess and meet the diverse developmental needs of EYFS children in order to raise self-regulation and communication and language GLD outcomes.

Success Criteria:

1. By the end of the year staff will be able to evidence High-quality adaptive provision through demonstrating a well-established learning environment, improved adult interactions and targeted provision will consistently support the development of self-regulation and communication and language, evidenced through learning walks, planning scrutiny and observations
2. By the end of the academic year, the proportion of children achieving the expected level in the **Self-Regulation** Early Learning Goal will increase to at least 80% with attainment gaps between SEND/non-SEND identified groups reducing.
3. By the end of the academic year, the proportion of children achieving the expected level in the **Listening, Attention and Understanding** and **Speaking** Early Learning Goals will increase to at least 83%, with children demonstrating greater confidence in speaking, listening and sustaining conversations.

Key Target 3: Personal development and wellbeing

Refresh and align school values to reflect the strong culture and ethos of the school so that all children, staff and families have a shared sense of purpose and belonging.

Success Criteria:

1. By the end of the year staff can confidently use the CARE values within their classrooms through consistently implementing the revised teaching and learning policy, school values behaviour curriculum, and in their behaviours.
2. Children will understand the relevance of the school values on themselves, their learning and in their world. They can explain the school values in age-appropriate language and provide examples of how they demonstrate them in school.
1. Parents / carers / governors and members of the school community will demonstrate increased awareness and understanding of the school's values through surveys or consultation, with a target of at least 90% articulating the refreshed values by the end of the year.

Key Target 1: Attainment

Success Criteria:

Raise outcomes and achievement of writing through improving children's foundational knowledge and skills of handwriting and spelling.

1. By the end of the year staff will be able to demonstrate strong handwriting subject knowledge and deliver high-quality, progressive teaching of handwriting and spelling.
2. By the end of the year children will be able to form letters correctly, size them appropriately, use correct joins (in Year 2), and create consistently well-presented written work across the curriculum
3. By the end of the year children will be using a dynamic tripod grid, where appropriate
4. Children will demonstrate improved spelling accuracy through the consistent application of the agreed non-negotiable spelling list, taught phonics and spelling patterns in independent writing.

1. By the end of the year staff will be able to demonstrate strong handwriting subject knowledge and deliver high-quality, progressive teaching of handwriting and spelling.	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
Staff CPD on a rationale as to why handwriting is a foundational skills (writing framework) + principles of metacognition.	Planning time CPh/VS On entry INSET day google form	SLT	September 1 st 2026 January INSET day update	By the end of the Autumn term - staff evaluations show at least 90% increased confidence in handwriting subject knowledge and lesson delivery Pupil impact: Book scrutiny shows pupil improvement in letter orientation, size and positioning in at least 60% of classes.	By the end of the Spring Term 75% of lesson monitoring show staff demonstrating a secure understanding of the school's approach to handwriting delivery Pupil impact: Book scrutiny shows pupil improvement in letter orientation, size and positioning in at least 75% of classes.	By the end of the Summer Term lesson observations show 90–100% fidelity to the agreed handwriting lesson structure Pupil impact: Book scrutiny shows pupil improvement in letter orientation, size and positioning in at least 90% of classes.
Develop a handwriting lesson structure to support children with enabling good practise	Planning time CPh/VS	SLT	September 1 st 2026			
Create and share end of year expectations for handwriting to go alongside coverage plan	Planning time CPh/VS	SLT	September 30 th 2026			
Lesson observations focus on agreed lesson structure, and improved pupil outcomes – monitoring is followed by evaluation feedback	Cp/VS/AW Governor learning walk January	SLT / governors	At least half termly (part of monitoring cycle)			
Sharing good practise / teacher modelling (as part of monitoring and feedback cycle)	Cph/VS	SLT	Video session shared at January INSET			

2. By the end of the year children will be able to form letters correctly, size them appropriately, use correct joins (in Year 2), and create consistently well-presented written work across the curriculum	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
Re-launch handwriting scheme with any new sections included (tree / rock)	Planning time CPh/VS	SLT	September 1 st 2026	Book scrutiny shows pupil improvement in letter orientation, size and positioning with particular strength in the perching and swinging letters	Book scrutiny shows embedded improvement in perching and bouncy letters. Pupil improvement in letter orientation, size and positioning with particular strength in the bouncy, curling and whoosh letters	Book scrutiny shows at least 90%+ of children consistently forming letters with correct orientation, appropriate size and accurate positioning on the line in line with year-group expectations. Summer focus: mountain letters
Order appropriately sized lined books for handwriting letters (progression)	AM / CP / CPh	SLT	Ready for September 1 st 2026			
Book sampling – focus on orientation, size, starting position, ‘sitting on the line’	Cp/VS + staff + governors	SLT / governors	At least half termly			
Lesson observation / book sampling looking for protocols for picking up and addressing misconceptions in Handwriting - monitoring followed by evaluation feedback	Cp/VS/AW Governor learning walk January	SLT / governors	At least half termly (part of monitoring cycle)			
Sharing good practise / teacher modelling (as part of monitoring and feedback cycle)	Cph/VS	SLT	Video session shared at January INSET			
3. By the end of the year children will be using a dynamic tripod grid, where appropriate	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
Establish and complete baseline tracking for pencil grip <i>Completed July 2026: currently 40% whole school use dynamic tripod grip when unprompted</i>	Planning time CP/VS	SLT	By September 15 th 2026	60% of children can hold a pencil with a dynamic tripod grip (prompted when necessary)	80% of children can hold a pencil with a dynamic tripod grip (prompted when necessary)	100% of children can hold a pencil with a dynamic tripod grip (prompted when necessary) Improved pencil grip contributes to better handwriting fluency, stamina and presentation.
Ongoing tracking of pencil grip using pictorial grid. Data collection every half term	Staff meeting time.	SLT	Half termly staff meeting sessions			
Interventions for fine motor control, body positions and pencil grip are planned and implemented promptly.	Pupil Progress Tracking meetings termly	SENCO	Established by 30 th September – ongoing			

Lesson observation looking for accurate pencil grip in Handwriting - monitoring followed by evaluation feedback	Governor learning walk January	SLT / governors	At least half termly (part of monitoring cycle)			
4. Children will demonstrate improved spelling accuracy through the consistent application of the agreed non-negotiable spelling list, taught phonics and spelling patterns in independent writing.	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
Staff CPD on rationale why spelling is a foundational skills (writing framework) + principles of metacognition.	Planning time CPh/AW	SLT	September 1 st 2026 January INSET day update	KS1 baseline spelling the 24 agreed non-negotiable words completed - 20% increase from baseline of KS1 children to accurately spell all 24 in test conditions	40% increase from baseline of KS1 children to accurately spell all 24 non-negotiable words in test conditions	60% increase from baseline of KS1 children to accurately spell all 24 non-negotiable words in test conditions
Develop lesson structure to support children with enabling good practise in phonics and spelling lessons	Planning time CPh/VS/AW	SLT	September 1 st 2026			
Re-launch phonics scheme with any revised sections included, as per English Hub advice	INSET time / planning time for CPh/VS	SLT	September 1 st 2026	Internal assessment data shows an increased proportion of children meeting or exceeding their targets for working at age-related expectations and greater depth in writing compared with the previous academic year. 2026/27 Target: YR: 80% EXS+ (up from 74% 2026) Y1 2026-27 Target: 75% EXS+ (up from 74% on entry to Y1, and up by 3% Y1 2026) 15% GDS Y2 2026-27 Target: 75% EXS+ (up from 72% on entry to Y2, and up by 67% Y2 2026) 20% GDS		
Establish and complete baseline tracking for CFIS spelling agreed non-negotiables	CTs	SLT	By October 10 th 2026			
Agree display / support materials for CFIS spelling agreed non-negotiables (word mats)	Planning time CPh/AW	SLT	October 10 th 2026			
Create and share end of year expectations for spelling to go alongside coverage plan	Staff planning time CPh/AW	SLT	November 30 th 2026			
Lesson observation / book sampling: looking for agreed structure for teaching of spelling monitoring followed by evaluation feedback.	Cph/AW	SLT / governors	December onwards			
Sharing good practise / teacher modelling (as part of monitoring and feedback cycle)	Cph/AW	SLT	December onwards			

As well as using the termly success measures Governors could monitor this target by asking:

- How do leaders know this initiative is improving writing outcomes rather than simply handwriting presentation?
- What baseline evidence was collected at the start of the year?
- What measurable improvements have been seen each term?
- Are disadvantaged children, SEND children and other key groups making similar progress?
- How is pupil voice informing future improvements?
- What evidence suggests improvements are sustainable?
- How are expectations being embedded consistently from EYFS through to Year 2?
- What risks have been identified and how are leaders mitigating them?
- How does this work contribute to overall writing attainment and progress?

Key Target 2: Curriculum and Teaching

Understand, assess and meet the diverse developmental needs of EYFS children in order to raise self-regulation and communication and language GLD outcomes.

Success Criteria:

1. By the end of the year staff will be able to evidence High-quality adaptive provision through demonstrating a well-established learning environment, improved adult interactions and targeted provision will consistently support the development of self-regulation and communication and language, evidenced through learning walks, planning scrutiny and observations.
2. By the end of the academic year, the proportion of children achieving the expected level in the **Self-Regulation** Early Learning Goal will increase to at least 80% with attainment gaps between SEND/non-SEND identified groups reducing.
3. By the end of the academic year, the proportion of children achieving the expected level in the **Listening, Attention and Understanding** and **Speaking** Early Learning Goals will increase to at least 83%, with children demonstrating greater confidence in speaking, listening and sustaining conversations.

1. By the end of the year staff will be able to evidence High-quality adaptive provision through demonstrating a well-established learning environment, improved adult interactions and targeted provision will consistently support the development of self-regulation and communication and language, evidenced through learning walks, planning scrutiny and observations.	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
Identify vocabulary opps in continuous provision and include on mapping documents	PPA time / leadership time VS	VS: EYFS leader / Cph	October 2026	Learning walks show ShREC strategies evident in at least 75% of observations.	Learning walks show ShREC strategies evident in at least 80% of observations.	High-quality adult interactions, including ShREC, sustained shared thinking, modelling language and effective questioning, are evident in at least 95% of observations and learning walks.
Deliver professional development on sustained shared thinking (ShREC), effective questioning, modelling language, extending vocabulary and responsive interactions. Use peer observations and coaching to embed practice.	Planning time for Cph / VS	VS: EYFS leader / Cph	September 1 st INSET day		Learning environments meet agreed quality standards in at least 90% of audit criteria, evidencing language-rich, well-organised and self-regulation-supportive provision.	Monitoring demonstrates high-quality adult-child interactions that successfully promote vocabulary acquisition.
Identify vocabulary in enhanced provision and include on mapping documents	PPA time / leadership time VS	VS: EYFS leader / Cph	April 2027			
Audit learning environments using an agreed quality standard. Ensure all areas are well-organised, accessible, language-rich, and promote independence and self-regulation.	Meeting time Cph / VS.	VS: EYFS leader / Cph	Summer 2026 – set up classrooms			

Review and refresh environments each half term.	EYFS NCT VS / EC / NR County project time		by September 3 rd			
Develop staff understanding of adaptive teaching through CPD, modelling and coaching. Ensure planning identifies adaptations for individuals and groups, including SEND and disadvantaged pupils.	Conduct termly PPT meetings to discuss borderline ARE/GDS children and those with SEND. Document potential identification of SEND / Barriers to learning / Specific strategies needed for writing.	SLT	Half termly			
Schedule regular learning walks, planning scrutiny and observations with clear feedback linked to adaptive provision, adult interactions and learning environment expectations.	County project focus	SLT / Governors	October, December, Feb, April, June			
2. By the end of the academic year, the proportion of children achieving the expected level in the Self-Regulation Early Learning Goal will increase to at least 80% with attainment gaps between SEND/non-SEND identified groups reducing	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
Deliver professional development on sensory circuits: alerting, organising, calming	Marnel visit Cph / VS. Cph / LH	SLT	Sensory circuit training time September 1 st INSET day	Targeted intervention impact: By the end of the autumn term, all children identified as below age-related expectations in self-regulation will receive targeted support. Intervention impact will be reviewed at least termly, with the majority of children making expected or	Passports with self-regulation targets reviewed termly with evidence of pupil voice and updated strategies. Targets amended according to progress. children should demonstrate increasing independence in managing their	Increase GLD from on entry 55% to 75%+ (National target 75%, Hampshire target 80%. Up from 74% 2026) Increase expected attainment in Self-Regulation from 74% to 80% . Children will be able to recognise and talk about their emotions,
EYFS baseline and on entry analysis to be used to set aspirational targets	Cph / VS	SLT	October 31 st			
Introduce and consistently implement strategies that promote emotional regulation, independence and resilience, including visual supports, routines and co-regulation approaches as part of OAP	LH / NR (ATAS)	SLT EYFS TA appraisals: LH	Sept 1 st INSET day – role of the TA. January INSET day (HQT) and March INSET day to re-visit role of TA			

Conduct termly PPT meetings to discuss borderline ARE/GDS children and those with SEND. Document potential identification of SEND / Barriers to learning / Specific strategies needed for self-regulation (Passport monitoring by LH)	PPT meeting time – HLTA cover + SENCO time	SLT Report to Governors: Data drops in November, March and May – Arbor data presented only as raw scores PP and SEND PP	PPT meetings termly + Decide on Spotlight children per term	better progress from their starting points.	thoughts, feelings and behaviour	use appropriate strategies to regulate themselves when faced with challenges, and respond positively to routines and expectations
Sensory circuits are embedded as part of daily practise for planned and un-planned self-regulation breaks	Daily TA time to set up / pack away	SLT	By October 31st			
3. By the end of the academic year, the proportion of children achieving the expected level in the Listening, Attention and Understanding and Speaking Early Learning Goals will increase to at least 83%, with children demonstrating greater confidence in speaking, listening and sustaining conversations.	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
SEND communication and language support: Re-implement referral forms for SEND. Staff CPD on provision pathway and Graduated response Assess, Plan, Do, Review cycle. Improve use of passport target setting and reviews.	CPD time for staff. Planning time for LH	SLT Passport monitoring by LH	September 1 st INSET day January INSET day	All identified children have current passports with SMART communication and language targets. All staff understand and review expectations.	Passports reviewed termly with evidence of pupil voice and updated strategies. Targets amended according to progress.	Increase expected attainment in Speaking from 67% to 82% .
Deliver professional development on sustained shared thinking (ShREC), effective questioning, modelling language, extending vocabulary and responsive interactions. Use peer observations and coaching to embed practice.	Planning time for Cph / VS	VS: EYFS leader / Cph	September 1 st INSET day		At least 90% of children receiving targeted interventions make expected progress, with 30% making accelerated progress.	Reduce the disadvantaged gap for PP in Communication and Language from 40% to 20% or less. Increase GLD from on entry 55% to 75%+ (National target 75%, Hampshire target 80%. Up from 74% 2026)
Conduct termly PPT meetings to discuss borderline ARE/GDS children and those with SEND. Document potential identification of SEND / Barriers to learning / Specific strategies needed for communication and language	PPT meeting time – HLTA cover + SENCO time	SLT Report to Governors: Data drops in November, March and May – Arbor data presented only as raw scores PP and SEND PP	PPT meetings termly + Decide on Spotlight children per term			Children will be able to speak in full, increasingly complex sentences, using a

Indoor and Outdoor learning environment reflects communication friendly spaces – adaptations made in partnership with County Project	VS and EYFS team Half termly CFS and OAP audit	VS: EYFS lead	September 6 th . County Project dates TBC			broad and ambitious vocabulary acquired through high-quality interactions, stories and play.
Embed daily planned opportunities for high-quality conversations, storytelling, singing, rhyme, talk partners and language-rich play throughout the school day.	Year R PPA time	VS: EYFS lead	Documentation established by January			
Develop strong partnerships with parents by providing workshops, home-learning activities and regular guidance to support speaking and listening at home.	Planning time VS / CPh	SLT	Autumn Term			

As well as using the termly success measures Governors could monitor this target by asking:

- What evidence demonstrates that improvements are consistent across the EYFS rather than dependent on individual practitioners?
- Which groups of children are making the strongest progress and which require further support?
- What evidence from learning walks, observations and planning scrutiny shows that adaptive provision is consistently embedded?
- How have adult interactions improved since the beginning of the year?
- What examples demonstrate that children are becoming more independent, engaged and confident learners?
- How do leaders know that the learning environment is effectively supporting communication, language and self-regulation?
- What is the current percentage of children on track to achieve the Self-Regulation ELG?
- How are leaders measuring improvements in children's ability to regulate their emotions, behaviour and attention?
- What impact are changes in classroom practice having on children's behaviour for learning?
- What evidence shows that children's confidence in speaking and sustaining conversations is improving?
- How are leaders monitoring the quality of adult-child interactions?
- What strategies are in place for children with delayed speech, language and communication development?
- How does current assessment information compare with last year's outcomes?
- Are all groups of children making expected or better progress?
- What have leaders changed as a result of monitoring activities?

Key Target 3:
Personal
development and
wellbeing

**Success
Criteria:**

Refresh and align school values to reflect the strong culture and ethos of the school so that all children, staff and families have a shared sense of purpose and belonging.

1. By the end of the year staff can confidently use the CARE values within their classrooms through consistently implementing the revised teaching and learning policy, school values behaviour curriculum, and in their behaviours.
2. Children will understand the relevance of the school values on themselves, their learning and in their world. They can explain the school values in age-appropriate language and provide examples of how they demonstrate them in school.
3. Parents / carers / governors and members of the school community will demonstrate increased awareness and understanding of the school's values through surveys or consultation, with a target of at least 90% articulating the refreshed values by the end of the year.

1. By the end of the year staff can confidently use the CARE values within their classrooms through consistently implementing the revised teaching and learning policy, school values behaviour curriculum, and in their behaviours.	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
Staff Views: 1-1s and research futures thinking with staff – what skills, attributes, values do children need as they go into their next chapter in life	Staff meeting CPD session. HLTA cover for 1-1s	Cph	Summer 2026	A reviewed and agreed set of school values is developed through consultation with children, staff, governors, and parents/carers by the agreed deadline.	The school's systems for recognising positive behaviour and achievement explicitly celebrate the refreshed values.	Evaluation at the end of the year demonstrates that the refreshed values have strengthened the shared understanding of the school's ethos among staff, children, governors, and families.
Parent questionnaire: What values, skills, attributes would you like your children to grow up with. What kind of person would you like them to be?	Google docs form on newsletter.	Cph	Summer 2026			
Child views: what would they like to be when they grow up? What kind of person do they want to be? Record key words / ideas.	PSHE lessons	SLT	Summer 2026	Evidence from learning walks, pupil voice, and behaviour observations demonstrates that the values are consistently embedded across	Monitoring by senior leaders and governors confirms that the values are evident in the school's culture, relationships, and decision-making throughout the academic year. Pupil voice indicates understanding of	Behaviour system is embedded. Monitoring shows high levels of consistency and positive behaviour, with rewards linked explicitly to school values.
Analyse results – summarise into key words. Establish core values. Ensure values link to learning, personal and school environment	SLT time	SLT / governors	Summer 2026			

Display / celebrate new values on website, within and around school	SLT time	SLT	September 1 st 2026	classrooms and communal areas. Staff consistently use agreed behaviour award approaches. The school's systems for recognising positive behaviour and achievement explicitly celebrate the refreshed values.	rewards and school values. Monitoring confirms policies are consistently reflected in practice. Staff demonstrate shared understanding of expectations.	Policies are embedded in daily practice and referenced consistently in school decision-making and communication.
Refresh the school behaviour system – rewards (care awards, children names and pictures next to values), display in classrooms, agree policy and monitor use	Resources made ready for September	SLT	Launch September 1 st INSET day. Monitor from week 2			
Establish Assembly rota – values, stories, songs interleaved throughout the year	Cph/NR NCT for NR	SLT/NR (singing)	October 2026			
Key policies such as behavioural and relational policy reflects school values	NCT for Cph/LH	SLT / monitored by governors Policy officially reviewed in governors in March	Re-written ready to launch September 1 st .			
Curriculum – PSHE / RE curriculum subject leaders to identify links on curriculum maps where explicit teaching of values overlaps with current themes, topics, objectives	NCT BW/KD	SLT	February 2027			
Establish a values matrix exemplifying what CARE looks like in curriculum/learning, behaviour, environment	Staff time together	SLT	January INSET day March INSET day			
2. Children will understand the relevance of the school values on themselves, their learning and in their world. They can explain the school values in age-appropriate language and provide examples of how they demonstrate them in school.	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
Establish characters to represent the values in a child friendly way – represent them and display them	SLT time	SLT	Launch September 1 st 2026	Children can name the school values and begin to explain their meaning using age-appropriate language. Values are regularly referenced in classrooms, assemblies and reward systems. Pupil voice shows that	Most children can explain each school value in their own words and describe how they demonstrate the values in their learning, play and relationships. Learning walks and pupil voice evidence	The majority of children can confidently explain all school values in age-appropriate language and provide a range of examples of how they demonstrate them independently in their learning, behaviour and
Values characters to have a back story and visual representation to support learning	SLT time	SLT	Launch September 1 st 2026			
Value characters to be represented through assemblies, songs and rhymes	Cph/NR NCT for NR	SLT	Launch September 1 st 2026			

CARE award assembly is used to celebrate children being seen demonstrating the values.	Cph	SLT	Launch September 1 st 2026	most children can identify examples of the values being demonstrated in school.	consistent use of values by staff and children.	relationships. Monitoring and pupil voice confirm that the values are embedded in the school's culture and daily practice.
3. Parents / carers / governors and members of the school community will demonstrate increased awareness and understanding of the school's values through surveys or consultation, with a target of at least 90% articulating the refreshed values by the end of the year.	Resource	Responsibility	Timescale	Termly Evaluation / measures		
				Autumn Term	Spring Term	Summer Term
Launch new values with parents: including on website, newsletters, annual reports, parents evening, rewards and awards, workshops etc	Cph	Cph	By September 30 th	Refreshed school values are shared with parents/carers through newsletters, the website, meetings and displays. Baseline parent feedback is gathered to establish current levels of awareness.	Ongoing communication promotes the school values. Mid-year survey or consultation shows increased parent/carers awareness, with at least 75% recognising and understanding the refreshed values. Actions are identified to address any gaps.	Parent/carers survey shows at least 90% recognise and understand the refreshed school values and can identify how they are promoted within the school. Feedback demonstrates increased confidence in the school's values-led culture.
Use exit surveys at parents evenings to establish level of understanding about the values.	Cph / LH	SLT	Nov / March Parents evenings			
Establish a parent consultation group to contribute to Vision and Values matrix for learning, behaviour and the world.	Cph	Cph / governors	March 2027			

As well as using the termly success measures Governors could monitor this target by asking:

- How do leaders know that the refreshed values are influencing the day-to-day experiences of children and staff?
- What evidence demonstrates that the values are consistently embedded rather than simply displayed?
- How are the values supporting improved behaviour, relationships and inclusion?
- Are all groups of children experiencing the school culture positively, particularly vulnerable and disadvantaged children?
- How are new staff, children and families introduced to the school's values?
- What measurable impact have the refreshed values had on the school's culture, wellbeing and sense of belonging? s to ask:

Autumn: Review the launch of the refreshed values, classroom displays, behaviour systems and staff understanding.

Spring: Focus on curriculum implementation, assemblies and pupil voice. Meet with a representative group of children from different year groups.

Summer: Review parent survey outcomes, evaluate the impact of the refreshed values and consider how they have influenced school culture and behaviour over the year.