



ASHTON KEYNES
Church of England VC Primary School

SHINE BRIGHT ★ REACH FOR THE STARS



"Life in all its fullness"

John 10:10



Ashton Keynes CE Primary School Improvement Plan (SIP) 2026 – 2027

OVERVIEW

*Working together
for every child to
flourish* ★

4 Priority Areas led by 4 members of SLT



1. Language, Communication and Oracy in EYFS

Lead: Sandra Crowley
(EYFS Lead)



2. Real Life, Real Learning

Lead: Dan Hockaday
(Deputy Head)



3. Inclusion

Lead: Sarah Igoe
(SENDco, KS1 Lead)



4. Sustainability and Stewardship

Lead: Katy Thomas
(KS2 Lead)

Strategically
overseen by
Samantha Saville
(Headteacher)

Coaching of SLT linked
to these 4 priorities.



All 4 areas will be checked in during weekly SLT meetings with each leader holding the space to share P.I.E (Provision, impact, evidence) and update the central SIP board with post it notes for P.I.E. On going time set aside for coaching led by HT individually with each lead will challenge and probe thinking further and explore barriers and enable leaders to explore solutions and creative/ aspirational thinking. Termly round up in SLT meetings for each lead in their areas in person including sharing case studies, and update on school aspect online. Annually showcase their areas and present to Governors alongside the school aspect SIP report.



This SIP will be inputted into the school aspect online SIP programme to show termly milestones and to ensure a central live update can be collated by all leaders and reports generated.



Leaders will have weekly SLT check ins, termly round ups of impact to the staff team and annual show case to staff and governors to show impact in their areas. The school aspect report will be updated live by leaders and the report shared with Governors at FGB November, March and showcase in June.



Overall aim by July 2027:

- EYFS Communication and Language outcomes show strong progress from starting points.
- Pupils confidently articulate the purpose and relevance of their learning.
- Vulnerable pupils demonstrate improved attendance, participation, attainment and belonging.
- Leadership opportunities are inclusive and representative of the school community.
- Sustainability and stewardship are embedded within curriculum and culture.
- Leaders can demonstrate impact through a portfolio of pupil case studies evidencing improved outcomes, aspirations, inclusion and personal development.



Priority 1: Language, Communication and Oracy in EYFS

Led by Sandra Crowley
(EYFS Lead)

By July 2027, Communication and Language outcomes in EYFS will improve through the effective implementation of NELI, consistent use of the EEF ShREC approach and the development of a language-rich environment, ensuring children make strong progress from their starting points.

✓ Success Criteria

- All EYFS staff receive training on NELI and ShREC by Autumn 2026. Including the EEF programme.
- NELI is delivered with fidelity to all identified pupils.
- Language-rich enhancements are evident in all areas of provision by December 2026 including outdoors.
- Monitoring demonstrates adults consistently using ShREC strategies to extend children's language.
- At least 90% of children make expected progress in Communication and Language from baseline.
- Identified NELI pupils make accelerated progress compared with their starting points.
- The attainment gap between disadvantaged and non-disadvantaged pupils narrows.



Priority 2: Real Life, Real Learning

Led by Dan Hockaday
(Deputy Head)

By July 2027, all pupils will experience meaningful real-life learning opportunities linked to careers, community engagement and future aspirations, increasing engagement, curriculum relevance and pupil leadership.

✓ Success Criteria

- Every year group participates in at least two real-life learning projects during the year.
- Every year group engages with at least one career-related learning opportunity through Primary Futures or local partnerships.
- Every year group takes part in an enterprise project- visiting workshops from banks/ building societies around growing and saving money and enterprise.
- Curriculum leaders identify and promote real-world links within their subject progression documents/ long term planning and this can be seen in lessons.
- Pupil leadership opportunities increase across the school with representation from all year groups and vulnerable pupils tracked for engagement.
- Pupil voice demonstrates that at least 90% of pupils can explain how learning links to future careers, life skills or the wider world.
- Participation in leadership roles reflects the school's vulnerable groups.



Priority 3: Inclusion

Led by Sarah Igoe
(KS1 Lead and SENDco,
Disadvantaged and Inclusion Lead)

By July 2027, vulnerable pupils will be systematically identified, tracked and supported through a whole-school inclusion framework, ensuring equitable access, participation, attendance and achievement.

✓ Success Criteria

- A central vulnerability tracker is established and ranked in priority order (e.g. those doubly disadvantaged e.g. PP and SEND EHCP high priority etc. and reviewed termly).
- 100% of vulnerable pupils are identified and monitored including casting the net wider and known to all staff.
- Attendance of vulnerable pupils improves compared to September baseline.
- Vulnerable pupils are represented proportionately in clubs, trips and leadership opportunities.
- Subject leaders evidence effective adaptive teaching through monitoring activities.
- Gaps in attainment between vulnerable groups and peers narrow across Reading, Writing and Maths.
- Pupil voice demonstrates that vulnerable pupils feel safe, included and valued.



Priority 4: Sustainability and Stewardship

Led by Katy Thomas
(KS2 Lead)

By July 2027, sustainability and stewardship will be embedded within the curriculum, Forest School provision and pupil leadership structures, enabling pupils to actively contribute to environmental improvement and understand their responsibility as global citizens and stewards of God's creation.

✓ Success Criteria

- Sustainability objectives identified across the curriculum by Spring 2027.
- Eco-Leaders (pupils) established and meet at least half-termly.
- Each year group completes one sustainability-focused learning project (sustainability week).
- Forest School curriculum explicitly supports biodiversity, conservation and environmental awareness.
- At least two whole-school sustainability initiatives are led by pupils during the year.
- Pupils can explain how Christian values support environmental stewardship.
- Evidence of positive environmental impact is collected and celebrated.
- Whole school sustainability plan ensures school is achieving DfE expectations and is improving in terms of sustainability.

Life in all its fullness

John 10:10

