St. John's Church of England Primary School & Nursery

School Improvement Plan (SIP)

Academic Year: 2026 - 2027

Schedule of Review		Previous Inspection Information	
Date written:	04.09.26	Date of last inspection:	14th February 2023
Date shared with governing body:	27.09.26	Inspection grade:	Good
Date of next review:	Dec. 2026/Jan. 2027	Link to published report:	https://reports.ofsted.gov.uk/provider/21/112875

Ofsted Inspection Findings	Identified Areas for Improvement
✓ Pupils are happy at this caring school. ✓ The positive relationships between pupils and staff help pupils to feel safe. ✓ Leaders ensure that the school's Christian ethos and values thread through all aspects of school life. ✓ Staff have high expectations of pupils ✓ Leaders prioritise pupils' personal and academic development. ✓ Pupils have positive attitudes to their work. ✓ Classrooms are calm and purposeful. ✓ Pupils behave well. ✓ Leaders have developed a strong curriculum. ✓ Reading is a priority in the school - Leaders promote a love of reading throughout the school. ✓ Pupils' personal development is at the heart of the school's work. Leaders provide opportunities for pupils that extend their learning beyond the academic curriculum. ✓ Leaders and governors share an ambitious vision for the school. ✓ There is a very strong culture of safeguarding at this school.	➢ Changes to the phonics curriculum are at an early stage of implementation. This means that some staff are still developing their understanding of the requirements of the new phonics curriculum. Leaders should further embed the planned curriculum to ensure that even more pupils successfully develop the phonics knowledge and skills that leaders expect of them. ➢ Some pupils' knowledge of British values and different faiths is fragile. Although they know to respect difference, some pupils are not as aware as they should be of what these differences may be. Leaders should ensure that pupils have the necessary knowledge and understanding of British values and different faiths.

CONTROLLED

SIAMS Inspection Findings	Identified Areas for Improvement
✓ A strong partnership has been developed between school and St Peter's Church. ✓ This has supported the Christian distinctiveness and strengthened the family feel within the school which is valued by all members of the community. ✓ The teaching of religious education (RE) has improved, as more cross-curricular opportunities are available as class teachers now deliver these lessons. ✓ Teachers deliver well planned lessons within a progressive curriculum. ✓ Pupils can recall what they have learned, as well as explaining what this means to them in their own lives. ✓ St John's Christian vision underpins the inclusive nature of the school. ✓ All pupils are welcomed, supported and cared for, including those with learning difficulties or disabilities, allowing all to flourish. ✓ The pupils live out the values that are central to the school's Christian vision. ✓ Learning behaviours are strong, perseverance is readily discussed, and respectful actions are evident.	➢ To embed within the curriculum regular opportunities for pupils to develop an understanding of how and why they should be the voice for those less fortunate, or do not have a voice of their own, in order to become courageous advocates. ➢ To develop the curriculum, skills and expertise of staff and pupils at St John's, focused around the links and friendship with Scott Lane School in Kolkata, so that effective practice can be developed and then shared more widely.

School Context

Pupil Information

Number of pupils on roll and by year group: 386 (accurate on 04.09.26)

Overview of groups:

FSM – 78 children 20%
PP – 66 children 17%
SEN – 37 children 9.6 % with 7 children with EHCP 1.9%
LAC – 4 children 1%

Attendance

Attendance percentage:
[by term and academic year]

Persistent absentees:
[Include the number of pupils by year group and summary of action taken.]

Staffing

Key staff changes, issues and turnover:

- Appointment of new HT
- Appointment of new DHT
- Change from non-teaching to teaching DHT
- SENDCo – maternity x 2
- ECT 2 (2nd year at St. John's)

Leadership and Governance

Senior Leadership team structure:
MC – Headteacher
KH – Deputy Headteacher
KA – Assistant Headteacher
CM – Business Manager

Governance structure:

Middle Leadership Team Structure:
JR – EYFS, LAC & Courageous Advocacy Lead
SN – Maths, iTrack, EVC and Instructional Couching Lead
CK/LC: SENDCo

• ECT 1 appointed - Sept. 2026 (temporary maternity contract)	Link to Website Governor page	

Targets for 2026 - 2027 (EOY Data 2025/6)

Reception	**%GLD**	82.4%	**%GLD** Disadvantaged	57.1%
Phonics	**%Yr1** **%KS1**	69.6% 100%	**%Yr1** **%KS1** Disadvantaged	28.6%
Year 4 Multiplication	**%Yr4**	65% (Full marks – 29.1%)	**%Yr4** Disadvantaged	Full marks 22.2%

	Reading				**Writing**				**Maths**				**Combined**			
Attainment	% Expected	% Disadvantaged	% > than expected	% > than Disadvantaged	% Expected	% Disadvantaged	% > than expected	% > than Disadvantaged	% Expected	% Disadvantaged	% > than expected	% > than Disadvantaged	% Expected	% Disadvantaged	% > than expected	% > than Disadvantaged
Year 1	57% (26)	25% (2)	2% (1)	13% (1)	59% (27)	25% (2)			61% (28)	38% (3)			39% (18)			
Year 2	54% (25)	78% (7)	26% (12)	11% (1)	41% (19)	33% (3)	11% (5)	11% (1)	57% (26)	56% (5)	22% (10)		59% (27)	25% (2)		
Year 3	48% (23)	22% (2)	31% (15)	33% (3)	42% (20)	56% (5)	8% (4)		52% (25)	33% (3)	21% (10)	22% (2)	56% (27)	44% (4)		
Year 4	56% (31)	60% (6)	24% (13)		51% (28)	30% (3)	5% (3)		56% (31)	50% (5)	20% (11)		47% (26)	56% (5)		
Year 5	56% (29)	60% (6)	25% (13)	10% (1)	50% (26)	20% (2)	10% (5)		37% (19)	30% (3)	27% (14)	10% (1)	46% (24)	30% (3)		
Year 6	43% (22)	38% (5)	29% (15)	8% (1)	20% (10)	31% (4)	12% (6)	15% (2)	59% (30)	31% (4)	20% (10)	23% (3)	67% (34)	20% (2)		

Year 6	**%GPS**	57% (29)	**%GPS** Disadvantaged	31% (4)

Primary - School Improvement Plan 2026 – 2027

Key Priority 1:		Leadership Capacity, Inclusion and Accountability						Documents to support evaluation
No.	**Priority**	**Action**	**Lead Person**	**Timescale**	**Resource Finance**	**Success Criteria**	**RAG Rating**	
1.1	Wellbeing Leadership Development	Complete professional training and establish a wellbeing action plan for staff and pupils to develop and implement initiatives to support pupil wellbeing, resilience and emotional health.	EW, MC	Autumn 2026 - Spring 2027		• Complete professional training and establish a wellbeing action plan for staff and pupils. • Wellbeing Lead confidently supports staff and pupils; • Wellbeing initiatives are implemented and staff feedback indicates an increased awareness of support available. • Pupil voice and wellbeing surveys show positive outcomes • Staff are confident in supporting pupils' emotional wellbeing.		
1.2	SENDCo Training for JR	Undertake SENDCo professional development and develop leadership knowledge and understanding of statutory responsibilities.	JR, SENDCo	Autumn 2026 - Summer 2027		• Undertake SENDCo professional development and work alongside SENDCo colleagues to develop leadership knowledge and understanding of statutory responsibilities. • JR demonstrates increased confidence in SEND leadership, contributes effectively to reviews and strategic planning, and supports the development of inclusive practice across school.		
1.3	New CPD Lead	Establish a professional development programme aligned with SIP priorities and staff development needs.	KA & MC	Autumn 2026		• Establish a professional development programme aligned with SIP priorities and staff development needs. • Strategic CPD programme implemented; staff feedback is positive • Professional learning demonstrably impacts classroom practice.		

1.4	Instructional Coaching	Implement coaching cycles, lesson visits, professional dialogue and reflection opportunities.	SN, SLT	Autumn 2026 - Summer 2027		• Implement coaching cycles, lesson visits, professional dialogue and reflection opportunities. • All teaching staff participate in coaching cycles; staff can articulate improvements to their practice • Monitoring evidences greater consistency in teaching and learning.		
1.5	Creation of Inclusion Statement	Develop and publish a school Inclusion Statement aligned with the Christian vision and values.	MC, SENDCo, Governors	Autumn 2026		• Develop and publish a school Inclusion Statement aligned with the Christian vision and values. • Inclusion Statement is published and embedded; staff can articulate the school's inclusive approach; pupils and families report feeling welcomed, valued and supported.		
1.6	Instagram Account Created	Launch and maintain school Instagram account in line with safeguarding and communication protocols.	MC, RW	Autumn 2026 and ongoing		• Launch and maintain school Instagram account in line with safeguarding and communication protocols. • Regular content is shared; parent engagement increases; the account effectively promotes the school's vision, values and achievements.		
1.7	Renew First Aid Training for School Staff	Arrange and deliver First Aid at Work / Paediatric First Aid refresher training for relevant staff. Review current qualified staff list and ensure coverage meets school requirements. Update training records and compliance monitoring systems.	MC, CM - School Business Manager, RC - First Aid Lead	By October 2026		• All required staff have completed refresher training by October 2026, following the previous training cycle in October 2023. • Training records are up to date, statutory requirements are met, and the school maintains sufficient qualified first aiders to support pupils, staff and visitors.		
1.8	Reduce persistent absence and improve attendance rates for SEND and disadvantaged pupils through early identification, targeted intervention and	Identify pupils at risk of persistent absence through weekly attendance monitoring. Conduct half-termly attendance reviews for SEND and disadvantaged pupils. Develop individual attendance support plans for pupils below 90% attendance.	MC / SENDCo / AHT (Disadvantaged)	Autumn 2026 - Summer 2027		• Persistent absence for disadvantaged pupils is reduced by at least **5 percentage points** from the September 2026 baseline. • Persistent absence for SEND pupils is reduced by at least **5 percentage points** from the September 2026 baseline.		

	strengthened family engagement.	Strengthen partnership working with families, external agencies and the Inclusion Support Service. Introduce attendance mentoring, nurture support and personalised reintegration plans where appropriate. Celebrate improved attendance through pupil recognition and parental communication. Ensure attendance is a standing item at pupil progress meetings and governor standards meetings. Monitor attendance patterns and barriers to attendance for vulnerable groups and adapt support accordingly.				• Overall attendance for disadvantaged pupils improves and moves closer to that of non-disadvantaged pupils. • Overall attendance for SEND pupils improves and moves closer to that of pupils without SEND. • All pupils identified as persistently absent have an attendance support plan and receive timely intervention. • Governors can evidence regular monitoring and challenge regarding attendance of vulnerable groups.		
1.9	Closing the Disadvantage Gap	Establish termly disadvantaged pupil reviews led by SLT. Implement a consistent pupil premium monitoring cycle including learning walks, book scrutiny, pupil voice and attainment reviews. Provide governors with termly reports evaluating the impact of pupil premium spending and progress towards narrowing attainment gaps.	MC, KH, KA, Governors	Autumn 2026 - Summer 2027		• Termly disadvantaged reviews completed. • Governors receive termly impact reports. • All disadvantaged pupils identified with clear provision maps. • Gaps in Reading, Writing and Maths show evidence of narrowing across the year. • Leaders can clearly evidence how disadvantaged pupils are catching up.		
1.10	Staff Wellbeing and Retention	Develop a staff wellbeing strategy including workload review, wellbeing surveys, staff consultation and targeted support. Conduct termly wellbeing reviews and analyse staff absence patterns.	MC, EW, Governors	Autumn 2026 - Summer 2027		Staff wellbeing survey completed termly. • Staff report positive wellbeing and workload management. • Staff absence is monitored and reviewed. • Wellbeing actions result in improved staff feedback. • Workforce stability remains strong.		

Key Priority 2:		Personal Development, Attendance and Wider Opportunities						Documents to support evaluation
No.	**Priority**	**Action**	**Lead Person**	**Timescale**	**Resource Finance**	**Success Criteria**	**RAG Rating**	
1.1	Pathways to Write Planning Update	Review and update long-term and medium-term planning to ensure progression, consistency and effective implementation.	KH, Class Teachers, MLT	Autumn 2026		• Planning is consistent across all year groups Monitoring demonstrates high-quality implementation • Writing outcomes improve across school.		
1.2	Phonics Training for New Staff	Deliver induction and refresher phonics training, including modelling and coaching.	KH	Autumn 2026 and ongoing		• All staff consistently deliver phonics with fidelity to the programme; • Learning walks and pupil outcomes demonstrate effective teaching.		
1.3	Updated PSHCE Curriculum - RSHE	Review, revise and implement a progressive RSHE curriculum with updated resources and planning.	DG - PSHCE Lead, MLT	Autumn 2026 - Spring 2027		• Curriculum is fully implemented • RSHE policy is updated • Pupils demonstrate improved understanding of wellbeing, relationships and citizenship.		
1.4	Embedding Ways of Knowing	Provide staff training, support curriculum planning and monitor implementation through learning walks, book scrutiny and pupil voice.	CN - RE Lead, MLT	Autumn 2026 - Summer 2027		• Ways of Knowing are evident in planning and teaching • Pupils confidently discuss how they learn and engage with different forms of enquiry and reflection.		
1.5	ECT Support for AB (Year 1)	Provide mentoring, release time, observations and coaching through the ECF programme.	CN - ECT Mentor, KH, MC	Autumn 2026 - Summer 2027		• AB successfully completes Year 1 ECT milestones • AB demonstrates progress against the Teachers' Standards.		
1.6	ECT Support for JL (Year 2)	Continue mentoring, coaching and professional development through the second year of ECF.	HP - ECT Mentor, KH, MC	Autumn 2026 - Summer 2027		• JL successfully completes ECT induction and demonstrates consistently effective classroom practice.		
1.7	Preparation for Implementation of Updated NCETM Maths	Attend Maths Hub training and engage with updates regarding the new NCETM curriculum materials, including	SN (Maths Lead), MC, Teaching Staff	Spring 2027 – Summer 2028		• SN attends Maths Hub training and disseminates key messages to staff. • Updated NCETM planning materials are reviewed following publication in		

	Curriculum Planning	mixed-age teaching guidance. Review publication materials on release and evaluate implications for St John's curriculum. Develop an implementation plan and staff training programme ready for rollout.				Spring 2027. A clear implementation plan is developed by Summer 2027. • Staff receive appropriate training and support during 2027–28. • New NCETM planning and mixed-age teaching materials are successfully implemented across school from Summer 2028, resulting in increased consistency and progression in mathematics teaching and learning.		
1.8	Engagement with Derby Open Centre	Establish links with Derby Open Centre and explore opportunities for pupils and staff to engage with learning about refugees, asylum seekers and global citizenship. Organise visits, workshops or speakers where appropriate and incorporate learning into the wider curriculum.	JR (Courageous Advocacy Lead), CN - RE Lead, MC	Autumn 2026 - Summer 2027		• Pupils demonstrate increased understanding of diversity, inclusion and global issues through pupil voice and curriculum work. Opportunities for courageous advocacy are incorporated into school life. • Strong partnerships are established with Derby Open Centre and engagement activities are evidenced through displays, assemblies, newsletters and curriculum outcomes.		
1.9	Phonics Screening Check Results	Conduct half-termly phonics assessments to identify pupils at risk of not meeting the expected standard. Provide targeted ELS interventions for pupils below age-related expectations. Deliver coaching and monitoring to ensure fidelity to the ELS programme across EYFS, Y1 and Y2. Introduce additional daily keep-up sessions for pupils requiring rapid	KH Y1 & Y2 Teachers	Summer Term 2027		• At least 82% of Year 1 pupils meet the expected standard in the Phonics Screening Check. • At least 92% of Year 2 pupils meet the expected standard following the resit. • Increased consistency and fidelity in phonics teaching evidenced through monitoring. • All identified pupils receive timely intervention and demonstrate accelerated progress. • Phonics teaching judged effective through lesson observations and learning walks.		

		catch-up. Provide parent workshops and home-learning resources to support phonics practice. Complete termly learning walks, lesson observations and book scrutiny focusing on phonics provision. • Analyse mock screening check outcomes and adapt provision accordingly. Ensure disadvantaged pupils and pupils with SEND receive targeted support through intervention and decodable reading opportunities.						
1.10	Raise multiplication fluency and mathematical recall across Key Stage 2, with a particular focus on Year 5 pupils.	Implement a consistent whole-school approach to multiplication practice and times table fluency. Deliver targeted intervention groups for pupils not yet secure in multiplication facts. Introduce weekly arithmetic and multiplication fluency assessments. Provide additional support and tutoring for identified Year 5 pupils.	SN (Maths Lead), Year 5 Teacher, SLT	Autumn 2026 - Summer 2027		• At least 75% of Year 4 pupils achieve 25+/25 on the Multiplication Tables Check (MTC) by Summer 2027. • At least 85% of Year 4 pupils achieve the expected standard in the MTC. • Year 5 maths attainment increases from 37% to at least 55% at the expected standard by July 2027. • Disadvantaged and SEND pupils in Year 5 demonstrate accelerated progress from their starting points. • Pupils can recall multiplication facts rapidly and accurately and apply them confidently in arithmetic and reasoning tasks.		

		Use retrieval practice and daily fluency sessions in Years 3-6. Termly pupil-progress meetings focused specifically on multiplication and arithmetic outcomes. Ensure multiplication fluency is monitored through lesson visits, book scrutiny and pupil voice.				• Monitoring evidences consistent teaching of multiplication fluency across KS2.		
1.11	Disadvantaged Achievement	Develop a whole-school strategy to raise achievement for disadvantaged pupils through adaptive teaching, high-quality intervention, attendance support and parental engagement. Establish half-termly progress reviews focused on disadvantaged pupils within each year group.	KH, KA, Class Teachers	Autumn 2026 - Summer 2027		• At least 90% of disadvantaged pupils make expected progress. • Attainment gaps diminish across Reading, Writing and Maths. • Combined outcomes for disadvantaged pupils improve from 2026 baseline. • Intervention programmes demonstrate measurable impact. • Pupil voice evidences improved engagement and confidence.		
1.12	Stretch and Challenge	Identify target pupils in each class and implement a structured programme of challenge through reading comprehension, reasoning, problem-solving and extended writing opportunities. Undertake termly monitoring focused on challenge for the highest attainers.	KH, English Lead, Maths Lead	Autumn 2026 - Summer 2027		• Increased proportion of pupils achieving Greater Depth and Higher Standard. • Reading Higher Standard outcomes improve from 2026 baseline. • Monitoring demonstrates consistent challenge in all classes. • Target pupils are on track to achieve ambitious outcomes.		

Key Priority 3:		Community						Documents to support evaluation
No.	**Priority**	**Action**	**Lead Person**	**Timescale**	**Resource Finance**	**Success Criteria**	**RAG Rating**	
1.1	Improved Engagement with Parents/Carers	Introduce a half-termly newsletter and increase opportunities for meaningful communication and involvement.	MC, Class Teachers, SLT	Autumn 2026 and ongoing		• Half-termly newsletter is published consistently • parent attendance at events increases • parent surveys demonstrate stronger communication and engagement.		
1.2	New School Website Created and Launched	Develop and launch a new school website that reflects the school's Christian vision, values and curriculum offer. Ensure all statutory information is compliant, content is up to date, and the site improves accessibility and engagement for parents and the wider community. Establish clear procedures for ongoing maintenance and updates.	MC, SLT, Juniper Education Website Provider	September 2026 and ongoing		• New website successfully launched by September 2026. • All statutory requirements are met. • Parents can easily access key information, policies, curriculum content and school updates. • Website analytics and parent feedback demonstrate increased engagement and improved communication.		
1.3	School Instagram Account (Community Engagement)	Share pupils' achievements, curriculum experiences and wider school life through social media.	MC, RW	Autumn 2026 and ongoing		• Increased community engagement and celebration of pupils' achievements • Parents report feeling more connected to school life.		

Evaluation	
Shared evaluation of success criteria to December 2026: **By December 2026** • Instagram account launched and regularly updated. • Inclusion Statement completed and shared. • Phonics training completed for all new staff. • Instructional Coaching model introduced. • Half-termly newsletter established. • Website launched and shared with parents. • Parent feedback gathered and any amendments implemented • First aider list updated and shared with staff; compliance records reviewed by governors where appropriate. • Daily multiplication fluency sessions embedded consistently in all KS2 classes. • Half-termly phonics assessments completed and pupils at risk of not meeting the expected standard identified. • Targeted ELS interventions and daily keep-up sessions established for identified pupils. • All EYFS, Year 1 and Year 2 staff have received coaching and support to ensure fidelity to the ELS programme. • Parent phonics workshop delivered and home-learning resources shared. • Autumn learning walk and phonics monitoring show consistent implementation of phonics teaching across classes. • Baseline and autumn assessment data demonstrate early signs of progress for targeted pupils, including disadvantaged pupils and pupils with SEND. • Year 5 multiplication baseline assessments completed and target pupils identified. • At least 60% of Year 5 pupils secure in multiplication facts appropriate to their stage. • Intervention groups established and reviewed. • First MTC-style assessment completed for Year 4. • Attendance baselines established for all disadvantaged and SEND pupils. • 100% of persistently absent disadvantaged and SEND pupils identified and support plans implemented. • Parent meetings held for targeted pupils. • Persistent absence reduced by at least 1-2 percentage points from baseline. • Attendance monitoring systems and intervention pathways embedded. • Disadvantaged pupil profiles completed. • Baseline attainment gaps analysed. • Greater Depth target pupils identified. • Staff wellbeing survey completed. • Suspension analysis completed and support plans implemented. • Governors receive first disadvantage impact report. **Impact of actions in meeting success criteria**	

Shared evaluation of success criteria to April 2027:

By April 2027

- Pathways to Write and PSHCE curriculum updates embedded in planning.
- SENDCo and Wellbeing training influencing school practice.
- Improved parental engagement evidenced through participation and feedback.
- Spring assessments demonstrate accelerated progress for pupils receiving intervention.
- Mock Phonics Screening Check completed and outcomes analysed to inform next steps.
- Additional support plans implemented for pupils below the expected threshold.
- Further coaching, lesson observations and book scrutiny evidence improved consistency and fidelity in phonics teaching.
- Disadvantaged pupils and pupils with SEND are making measurable progress from their starting points.
- Parent engagement remains positive and pupils regularly access phonics practice at home.
- Clear evidence of improved multiplication recall across KS2.
- At least 70% of Year 5 pupils secure in multiplication facts and applying them accurately in arithmetic.
- Gaps identified in December have reduced for targeted pupils.
- Year 4 pupils achieve at least 80% expected standard in MTC mock assessments.
- Increased accuracy and speed evident in arithmetic tests.
- Attendance reviews demonstrate improved attendance for the majority of targeted pupils.
- Persistent absence reduced by at least 3 percentage points from baseline.
- Attendance gap between vulnerable groups and their peers is narrowing.
- External agency support accessed where appropriate.
- Case studies demonstrate successful removal of barriers for identified pupils.
- Disadvantaged pupils demonstrate accelerated progress from baseline.
- Greater Depth targets show increased proportions working above expected standards.
- Attendance and behaviour gaps for vulnerable groups continue to narrow.
- Staff wellbeing survey shows positive trends.

Impact of actions in meeting success criteria:

Shared evaluation of success criteria to July 2027:

By July 2027

- ECTs successfully meet programme expectations.
- Coaching and CPD demonstrate impact on classroom practice.
- Ways of Knowing evident across the curriculum.
- Parent and community engagement is significantly strengthened.
- All actions contribute to pupils flourishing academically, socially, spiritually and emotionally in line with the school's Christian vision.
- Updated NCETM materials reviewed.
- Gap analysis completed comparing existing provision with new guidance.
- Staff informed of forthcoming changes.
- At least 82% of Year 1 pupils meet the expected standard in the Phonics Screening Check.
- At least 92% of Year 2 pupils meet the expected standard following the resit.
- Monitoring demonstrates consistently effective phonics teaching across EYFS, Year 1 and Year 2.
- All identified pupils have received timely intervention and the majority demonstrate accelerated progress from their starting points.
- Disadvantaged pupils and pupils with SEND achieve well and gaps are diminishing.
- Lesson observations, learning walks, pupil voice and assessment outcomes demonstrate that phonics is taught with fidelity and has a positive impact on early reading outcomes.
- At least 85% of Year 4 pupils achieve the expected standard in the MTC.
- Year 5 expected standard in maths rises to 55%+.
- Multiplication identified as an improving area rather than a school weakness.
- Disadvantaged and SEND pupils in Year 5 demonstrate accelerated progress from starting points.
- Multiplication fluency is consistently embedded across KS2 practice.
- Persistent absence for SEND pupils reduced by at least 5 percentage points.
- Persistent absence for disadvantaged pupils reduced by at least 5 percentage points.
- Attendance of both groups shows sustained improvement over the academic year.
- Vulnerable pupils report a stronger sense of belonging and engagement with school.
- Attendance systems are effective, proactive and embedded across the school.
- Combined Reading, Writing and Maths outcomes for disadvantaged pupils improve significantly.
- Reading Higher Standard outcomes improve from 2026 levels.
- Cohort variation reduces across Reading, Writing and Mathematics.
- Suspension rates for vulnerable groups reduce.
- Staff wellbeing remains positive and workforce stability is maintained.

Impact of actions in meeting success criteria:

Vision for End-of-Year Success Statement (July 2027)

By July 2027, leadership capacity will have been strengthened through targeted professional development, curriculum developments will be securely embedded across the school, and communication with families will have improved through a range of engagement opportunities. Staff will demonstrate greater confidence through coaching and CPD, pupils will benefit from an inclusive and ambitious curriculum, and the school's Christian vision will continue to enable all members of the St John's community to flourish.

Linked SIAMS Success Criteria

- Pupils develop a deeper understanding of the importance of standing alongside and speaking for those whose voices may not always be heard.
- Courageous advocacy opportunities are embedded across the curriculum and wider school life.
- Pupils can articulate how their actions and learning reflect the school's Christian vision and values.
- Evidence demonstrates meaningful engagement with local, national or global issues and communities.