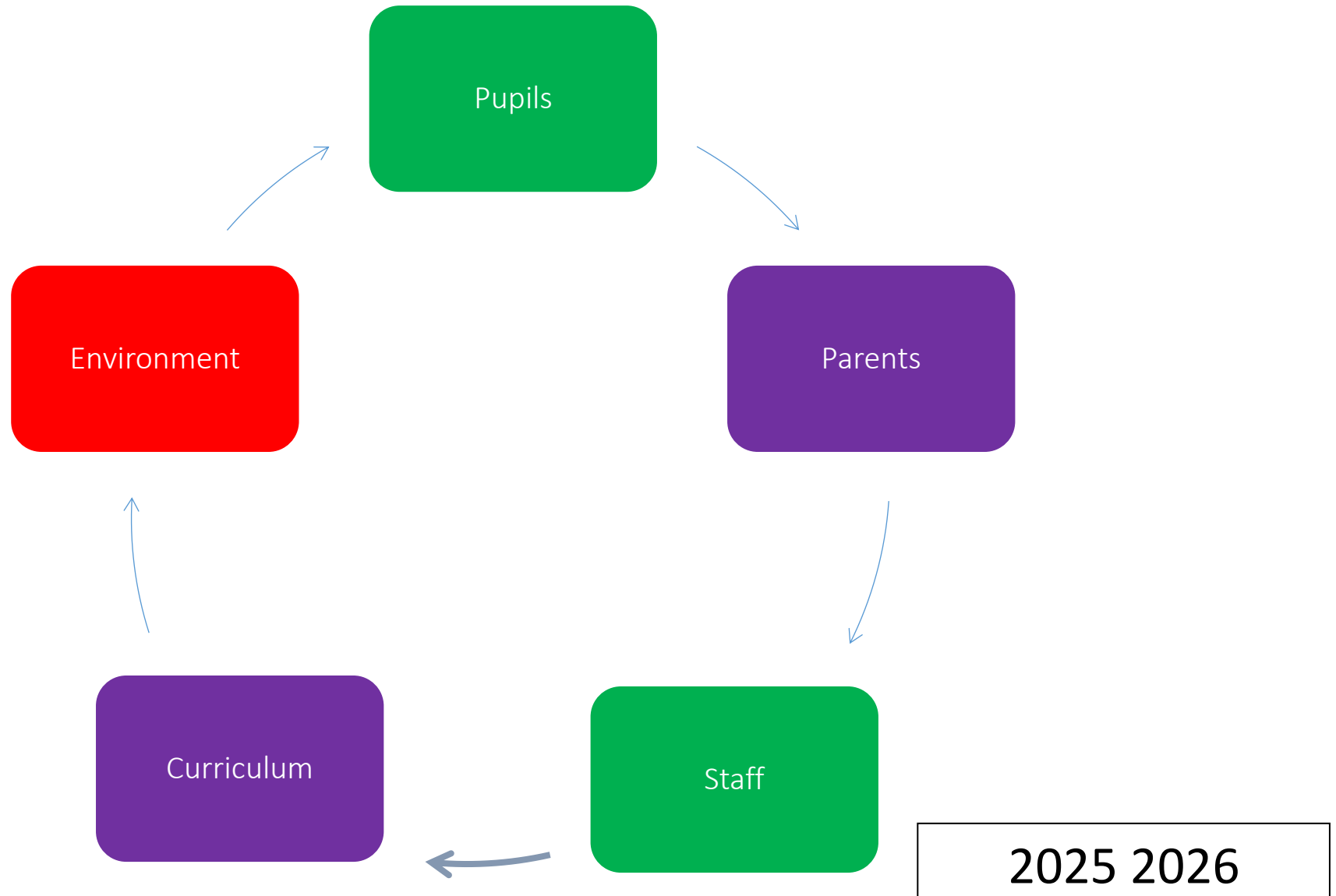


Curnow School Improvement Plan



Our vision:

An Exceptional, Nurturing Environment with the Highest Ambitions for Learning.

Our Value Statements:

For our pupils we will –

- Continue to adapt our practice in line with your views and what is important to you (giving every pupil a voice), valuing your contribution to your learning.
- Always have the highest expectations for you and work to remove barriers to ensure that you reach your fullest potential.
- Celebrate your achievements, big and small, every day and in every way.
- Keep you safe, develop your resilience and nurture your individuality.

For our parents we will –

- Communicate openly and honestly to ensure that we can be the best possible support to you and your family.
- Work in partnership to achieve joint goals and celebrate successes.
- Share our knowledge and resources with you to enhance learning opportunities in every setting.
- Always value your expertise and opinions to enrich your child's journey through the school.

For our staff we will –

- Provide opportunities for you to develop your own knowledge through training and experiences.
- Always promote inclusion, acceptance and zero tolerance to discrimination.
- Create a positive workplace culture, where staff feel engaged and enthusiastic about coming to work.
- Provide a supportive working environment for all of our staff whilst increasing staff awareness of the importance of their health and wellbeing.

Within the curriculum we will –

- Value the importance of a fun and creative curriculum and it's role in supporting engagement and wellbeing.
- Provide a personalised curriculum journey which shapes opportunities for life beyond Curnow.
- Continually develop our knowledge and practice to enable us to deliver outstanding results for our learners.
- Work with families and carers to ensure learning is transferred beyond school to the home and community setting.

Within the environment we will –

- Always provide a safe and supportive environment that is designed meet both learning and wellbeing needs.
- Provide the highest quality learning spaces which constantly promote independence and communication.
- Maintain outstanding learning environments which do not fail to excite and engage all learners.
- Provide safe, welcoming and age appropriate learning environments which are flexible to the needs of our pupils.

Curnow School Development Plan 2025-2026

Our School Improvement Plan has been written under the 5 headings (Pupils, Parents, Staff, Curriculum and Environment) that link directly to our School vision and values, ensuring that these shared values continue to drive and inform our development and school offer. We have also linked each target within the improvement plan to the 6 areas of the OFSTED framework to ensure that we have real clarity within our school offer.

PUPILS

For our pupils we will –

- Continue to adapt our practice in line with your views and what is important to you (giving every pupil a voice), valuing your contribution to your learning.
- Always have the highest expectations for you and work to remove barriers to ensure that you reach your fullest potential.
- Celebrate your achievements, big and small, every day and in every way.
- Keep you safe, develop your resilience and nurture your individuality.

Objective	Impact	Milestones	Lead	Due date	Progress
1. To further strengthen pupil voice/communication across the school to ensure all pupils have a 'voice' (Personal development and wellbeing)	All pupils will have a 'voice' to be as involved and engaged as possible, impacting on their school and wider offer	Audit of all communication methods used within school to inform a next steps approach.	SM/KF/JR	December 2025	
		Further develop school council, identifying members/dates/agenda with resources.	JB	Ongoing	
		Whole school communication training, focussing on means, reasons and opportunities.	KF/CG	September training (further training as identified through school audit)	
2. To fully develop and embed our Curnow Pledge areas and pledge lead roles (2 yr action plan) Communication, Independence/Interdependence and Sense of self (Achievement)	Curriculum pathways are responsive to pupils needs with clear aspirational aims impacting on long term outcomes	Curnow Pledge leads to meet with SLT to ensure they have clarity around their roles and responsibilities	SD/JP/JR/SM	November 2025	
		Roles and responsibilities for pledge leads to be formalised	SD/JP/JR/SM	January 26	

		Curnow pledge leads to write a clear and comprehensive 2 yr action plan, to include supporting documentation, intent, implementation and impact			
		Monitor and review by SLT to inform action plan	SM	Ongoing through PM cycle	
3. To develop and communicate clearly the quality first learning offer – induction (key information), environment, expectations, curriculum and offer (handbooks) – (Curriculum and teaching)	<i>To ensure the clarity of the offer supports every pupil having the highest quality learning experience</i>	To clearly communicate to all staff what a quality first offer is and what it looks like at Curnow school	SM/RW/RA	After school hour 1 (TA handbook)	
		To have clear expectations, clarity and key information to support pupils, staff, the class environment, curriculum and offer (teacher booklet)	SM/RW	March 2026	
		To monitor the quality first learning offer through lesson visits and learning walks to identify CPD	SLT	Termly	
4. To further develop and measure the impact of the schools attendance strategy in collaboration with trust attendance group (Attendance and behaviour)	<i>Higher profile of the impact on educational and wellbeing outcomes on pupils leads to better attendance across the school, impacting on attainment and personal development.</i>	Write attendance strategy in line with current guidance and situational information.	SM		
		Monitor attendance and set appropriate actions through weekly safeguarding meetings	SLT	Weekly	
5. To write and embed a new 3 year pupil premium strategy linked to the Youth Sport Trust targeted work on physical activity and pupil wellbeing within the local community and wider pupil vulnerability (Inclusion)	<i>All pupils, despite their vulnerability will make as much progress as possible through collaborative, targeted and supportive strategies</i>	To review and assess the impact of the previous pupil premium strategy and use this as a starting point to develop the new strategy, alongside latest research and the school context.	RA		
		To write a clear and ambitious strategy that will support all pupils and their families across all	RA	December 2025	

		pathways and communicate this with all stakeholders			
		To monitor, review and embed the strategy to ensure impact is targeted and responsive when needed and that no pupil is disadvantaged.	RA	June 2026	
6. To embed the Curnow Pledge within EYFS classes to ensure all pupils have a clear baseline and next steps are clearly identified within aspirational aims (EYFS/Achievement)	<i>Clear baselines will ensure personalised next steps are identified from an early stage linked to aspirational long term aims</i>	To complete the EYFS pledge within the 3 pledge areas	SM/NM/PS	October 25	
		All pupils to have a clear baseline/ starting point within the 3 pledge areas	SM/NM/PS	January 26	
		EHCP targets to reflect the next steps within the pledge areas for all pupils	SM/NM/PS	June 26	
7. To further develop the Karder Hub provision in line with our strong EYFS offer ensuring consistency of ambition and expectations across settings (EYFS)	All pupils despite their setting will have the same consistently high quality and ambitious learning offer	To review the previous action plan and write a clear action plan for this academic year to focus on key priorities	RW	November 2025	
		To ensure new class teacher has a clear and informed induction, supported by the SLT, EYFS teacher and wider trust support	RW, SM, NM	Start date dependent	
		To work with the Trust and LA to identify next educational places for Yr2 pupils and to develop a clear ongoing process and transition plan	SLT/CP	Ongoing	
		To further develop the outdoor environment at Karder to ensure that it supports a broad and balanced curriculum offer and has a positive impact on pupil outcomes	RW/site team	June 26	

Key	Not yet started	On track	Completed
-----	-----------------	----------	-----------

Curnow School Development Plan 2025-2026

PARENTS

For our parents we will –

- Communicate openly and honestly to ensure that we can be the best possible support to you and your family.
- Work in partnership to achieve joint goals and celebrate successes.
- Share our knowledge and resources with you to enhance learning opportunities in every setting.
- Always value your expertise and opinions to enrich your child’s journey through the school.

Objective	Impact	Milestones	Lead	Due date	Progress
1. To ensure parents/carers are fully informed and understand the curriculum, aspirational aims and pathways so that they can support their child through shared aspirations and high expectations (Inclusion)	<i>To work in partnership to achieve shared goals and support learning outside of the school setting to embed key skills, knowledge and understanding</i>	Class teachers to share termly timetables and topics with parents/carers at the end of each previous term to learning outside of school	Class teachers /	End of autumn, spring and summer term	
		To share pathway and aspirational aims information with parents to support high expectations for all pupils	RA	February 26	
		To identify and ensure consistent use of the most appropriate system (DoJo/EfL) to share learning between home and school settings	RA/RW	December 25	
2. To support parents understanding of the function of behaviour and explore effective strategies to support pupil wellbeing	<i>To improve wellbeing and behaviour through a deeper understanding and consistency across settings</i>	Research appropriate training to share with parents and carers (AET, TT)	RW	December 25	
		Deliver training to upper and lower school parents (co-delivery with a relevant teacher)	RW/NM/?	Spring term 26	

(Attendance and behaviour)					
3. To co-plan with parents termly information and support events (Inclusion)	<i>To work collaboratively to ensure support and information is targeted and meets the needs of pupils and their families.</i>	To identify key areas to support parents understanding/share information and communicate these events/sessions	SM/CP/MC	October 25	<i>Signposting through Facebook</i>
		To provide opportunities for parents to communicate and share areas of support/need	CP/MC	Termly	
		To evaluate sessions and collate information to inform future/ additional areas of focus and support	CP/MC	Termly	<i>Re focus on this area – look at forms</i>
		Upper, Lower School and Karder to create a termly calendar of events and meetings where parents will be invited into school (formal and non-formal). This to be shared with all parents termly	RW/JB	Termly	

Key	Not yet started	On track	Completed
-----	-----------------	----------	-----------

Curnow School Development Plan 2025-2026

STAFF

For our staff we will –

- Provide opportunities for you to develop your own knowledge through training and experiences.
- Always promote inclusion, acceptance and zero tolerance to discrimination.
- Create a positive workplace culture, where staff feel engaged and enthusiastic about coming to work.
- Provide a supportive working environment for all of our staff whilst increasing staff awareness of the importance of their health and wellbeing.

Objective	Impact	Milestones	Lead	Due date	Progress
1. To further support and develop all staff through the introduction of wellbeing and HR surgeries within TA performance management (Leadership and governance)	<i>To support and develop staff, our most important resource, reduce absence and to ensure that they can fully impact on positive pupil outcomes</i>	Ensure Wellbeing Champions have a clear understanding of Wellbeing /HR surgeries and support attendance in these.	RW	Sept 2025	
		Develop training manual for accessing Trust Wellbeing/health rewards and ensure this is given to new staff	RW	Jan 2026	
		Develop staff wellbeing survey to measure the impact of surgeries and wellbeing initiatives throughout the year	RW	June 2026	
2. To further develop and support the role of the HLTA across the school to ensure consistency of impact and support further	<i>To have a highly skilled and motivated staff team with clear career progression opportunities for all</i>	All HLTA's have clear and identified roles and responsibilities when leading a class	RA/SM	October 25	
		Identify through their performance management review a target area to	PM leads	October 25	

career development (Curriculum and teaching)		support their understanding of teaching and learning at Curnow School and any additional CPD needs			
3. To further develop and strengthen the pupil wellbeing and behaviour support across the school through high quality CPD and the implementation of policies and effective research based initiatives (Attendance and behaviour)	<i>All staff are highly skilled at supporting pupil wellbeing and behaviour within a consistent and positive learning environment, ensuring all pupils can maximise their learning.</i>	Provide TIS/Thrive training for key members of staff to inform pupil offer and develop staff skills and working practices through disseminated CPD	RW/KF	Ongoing	
		Regular attendance to SPT learning communities and dissemination to staff of relevant information and initiatives	RA	Termly	
		To write and embed a safe touch policy and update the	RA	November 2025	
		To update the wellbeing, relationship and behaviour policy to include statutory guidance and sexualised behaviours	RA	November 2025	
4. Continued focus and proactive response to support staff wellbeing to improve retainment of staff (Leadership and governance) – linked to Trust strategy	<i>To ensure we have a strong staff team with shared values, working towards the clear school and trust vision to support outcomes for learners.</i>	To attend termly meetings and work collaboratively with schools across the trust to develop a people strategy which supports the retainment and development of staff (supported by SPT action plan)	RA	Termly	
		Obtain feedback from Curnow staff on the development of wellbeing initiatives that offers a balance between health and wellbeing	RA	June 26	
5. To further develop the school digital and AI strategy in line with the trust strategy to support efficiency and maximise existing systems across the school (Leadership and governance)	<i>To educate and support all staff to use systems safely, efficiently, maximise their use to reduce workload</i>	To attend termly meetings and work collaboratively with schools across the trust to develop a people strategy which supports the development of guidance of the use of AI across the trust (supported by SPT action plan)	RA	Termly	
		Provide CPD to teachers to ensure that they can safely and effectively use AI to reduce workload	RA/RW	Spring term	

6. To introduce and embed medical tracker across the school to support the management of medication. (Safeguarding)	<i>To ensure we are supporting staff to provide a safe and efficient system for the management and administration of medication</i>	Meet with Doubletrees staff to gain a good understanding of the system and associated processes. Provide training to staff in the use of Medical Tracker for key groups in school	SM/ESH	January 2026	On track
		Introduce system for key class groups and embed use	SM/class teams	January 2026	Not yet started
		Evaluate system for dissemination across the school	SM	April 2026	Not yet started
7. To support and develop the 14-19 teaching team to ensure all pupils receive a full Preparing for adulthood offer across all pathways/classes.(Post 16)	<i>All pupils will receive an offer which is destination led and prepares them well for their next steps beyond Curnow school</i>	Ensure teachers have a clear understanding of the different P16 pathways and how this informs their curriculum offer	RW/JS/JP/MW	December 2025	On track
		To devise a clear community inclusion offer which takes account of pupils P16 learning pathway and P16 offer	RW/JS/JP	Spring 2026	On track
		To ensure the pledge is evident within Post 16 learning/assessment through the CV document	RW/JS/JP/RA	Spring 2026	On track

Key	Not yet started	On track	Completed
-----	-----------------	----------	-----------

Curnow School Development Plan 2025-2026

CURRICULUM

Within the curriculum we will –

- Value the importance of a fun and creative curriculum and it's role in supporting engagement and wellbeing.
- Provide a personalised curriculum journey which shapes opportunities for life beyond Curnow.
- Continually develop our knowledge and practice to enable us to deliver outstanding results for our learners.
- Work with families and carers to ensure learning is transferred beyond school to the home and community setting.

Objective	Impact	Milestones	Lead	Due date	Progress
1. Review and further develop the enrichment curriculum across the school. To further promote students' knowledge of the wider world through assemblies and planned culture days (Personal development and wellbeing/Inclusion)	<i>Pupils have a rich and diverse curriculum that supports an understanding of the wider world, individual interests and talents whilst focusing on the most important areas (core) for adult life</i>	To ensure that the planning and delivery of the weekly assembly rota reflects ambition for interest and teaching intent	SM	Termly check	
		To ensure that the planning and delivery of curriculum enrichment events takes account of pupil voice and demonstrates inclusion and development of interests	SM/RW	Termly check	
2. To further develop the careers offer across the school, linked to our Gatsby audit and action plan (Curriculum and teaching)	<i>A careers offer that is relevant and meaningful for all pupils, is ambitious and provides pupils with skills and experiences for work and about work</i>	Audit Careers offer at Curnow and develop action plan from information gathered	JP/RW/RA	February 2026	
		Careers lead to share the careers offer with all teachers in line with the audit/action plan/Gatsby framework	JP/RA	April 2026	
		Develop termly careers focus and a curriculum day for Upper School to introduce a range of business and work experiences	JP/RW/RA/MC	Activities week summer 2026	

3. To further develop and embed an effective monitoring cycle in place to measure the impact of the offer and curriculum (Achievement)	<i>Aspirational and long-term aims are at the heart of the curriculum and school offer, ensuring pupils are well prepared for their next steps and that as a school we are able to clearly measure the impact of the offer</i>	To complete and share a school monitoring cycle with all teaching staff	RA	September 25	
		To evaluate the monitoring cycle and evidence collated termly to ensure it is providing a clear picture of impact across the school	RA/SM	Dec 25 April 26 July 26	
		To use monitoring cycle to support and identify CPD needs across the school	RA/SM		
4. To realign our non core curriculum subjects into understanding the world/creative curriculum with clear intent, implementation and impact.(Curriculum and teaching)	<i>To continue to ensure the weighting of curriculum subjects supports pupils long term progress whilst ensuring the curriculum remains broad to support pupil's talents, interests and wider skills, which supports interests and hobbies outside of education.</i>	To create a clear action plan with curriculum leads for their curriculum area across the school	RA/SM	October 25	
		To re-align subject policy documents under the new headings – Creative and Understanding the World	RA/EB/NM	January 26	
		To monitor delivery to ensure breadth of coverage and development/progression of key skills	EB/NM	April 26	
5. To further develop the Cherry Garden assessment, data and progress reporting to support pupil progress and high expectations within EYFS (EYFS)	<i>To have an accurate baseline and consistently well used assessment system within EYFS to clearly identify next steps and demonstrate individual pupil progress.</i>	To share new paperwork with relevant teachers and class groups to inform baseline assessments for EYFS pupils	RW	October 2026	
		Add the EYFS framework to EFL	RW	December 2026	
		To create the EYFS PLG and assign to relevant students	NM/RW	October 2026	
6. To further develop and embed a clear assessment system for functional	<i>Pupils literacy and numeracy skills continue to be developed, extended and skills generalised</i>	To complete the trust framework for PFA	Trust group	April 2026	

literacy/numeracy and for the preparing for adulthood curriculum (Achievement)	<i>outside of the classroom environment.</i>	To develop a functional literacy and numeracy strand for the P16 Preparation for Life Plan (PLP)	RW/JP	November 2026	On track
		To share the PLP with all teachers so that the journey through school is understood by all school staff	RW/JP	January 2026	Not yet started
		To embed the PLP into the EHCP process	RW/RA/teachers	Summer 2026	On track
7. To research and further develop the accreditation pathways from Key stage 4, through to Post 16, linked to the Learning pathways to ensure challenge. (Achievement)	<i>Accreditation supports and celebrates the curriculum and pupil progress and achievement, whilst ensuring it impacts positively through teacher workload.</i>	To share the new awards system for the adult curriculum with the relevant teachers and align with the long term plans	RW/JP/JS/MW/EB/SJ	October 2026	Completed
		To internally moderate the new award system to ensure that there is consistency in approach and judgement	RW/JP/JS/MW/EB/SJ	Summer 2026	Not yet started

Key	Not yet started	On track	Completed
-----	-----------------	----------	-----------

Curnow School Development Plan 2025 2026

ENVIRONMENT

Within the environment we will –

- Always provide a safe and supportive environment that is designed meet both learning and wellbeing needs.
- Provide the highest quality learning spaces which constantly promote independence and communication.
- Maintain outstanding learning environments which do not fail to excite and engage all learners.
- Provide safe, welcoming and age appropriate learning environments which are flexible to the needs of our pupils.

Objective	Impact	Milestones	Lead	Due date	Progress
1. To support premises and estates management with key priority areas across all sites and the development of an effective premises team (Safeguarding)	<i>The school environment is safe, stimulating and is able to support the offer for all pupils, ensuring it can adapt and respond to changes within the needs of pupils/cohorts</i>	To ensure there are clear roles and responsibilities between the site supervisor and caretaker of the school	RA/HJ	October 25	
		To have a clear and simple communication system in place to prioritise work/tasks across the school in a timely manner, supporting a safe learning and engaging environment.	RA/HJ/IM	October 25	
		Continued development of termly health and safety meetings with site team to prioritise tasks and support projects/activities to enhance the learning environment across all sites	RA/HJ/IM	November 25	
				April 26	
June 26					
2. To develop and communicate clearly the quality first learning offer – induction (key information), environment, expectations, curriculum and offer (handbooks) – (Curriculum and teaching)	<i>The learning environment across all sites and classes fully supports are Vision, values and pathways through a consistent ‘quality first’ learning offer</i>	To clearly communicate to all staff what a quality first teaching environment is and what it looks like at Curnow school	RW/SM/KF	April 26	
		To audit classroom spaces in line with the quality first teaching environment guidance	SM/KF	1 st half of Summer term 2026	

Key	Not yet started	On track	Completed
-----	-----------------	----------	-----------

Date of last review:	07.11.25
----------------------	----------