



Diocese of Salisbury

Academy Trust

*'Beyond expectations for all of God's children'*



Broad Chalke CE  
Primary School



**Academy Improvement Plan 2024-2025**

# Our School Vision

*We serve one another in love*

**OUR BIBLICAL FOUNDATION** - As a church school we are inspired by the life and work of Jesus. The parable of the Good Samaritan is a brilliant example of choosing to serve and love others, whatever the sacrifice or cost. Luke 10 v27

## *Our Values: Respect, Resilience, Hope and Love*



The Good Samaritan showed respect for all living things and, with nurture, was able to help the injured man. The parable makes it clear we are all valuable and we should treat one another with care and RESPECT. The Samaritan wasn't hindered by the differences in belief, culture or background between him and the injured man: he simply had a heart to make a difference and respected the man as a part of God's creation. The Good Samaritan was willing to cross political, racial, cultural and social barriers and risk prejudices and the fear of the unknown because he saw someone with need and he had the resources to meet the need.

*The Broad Chalke Way- We choose to respect others in words and actions*



When things are a challenge, we can be resilient and offer love and support to others. The Samaritan refused to give up despite the challenges he faced. His driving force was to do the right thing. He also didn't just patch up the man, he put him on a donkey, took him to an inn and was willing to pay two days' wages to support his recovery. He also promised to pay further expenses when he came back. Despite the challenges, the Samaritan showed resilience and was determined to show love and support.

*The Broad Chalke Way- We choose to adapt and grow*



The Good Samaritan is a parable of HOPE. The context of the Bible chapter starts with a person asking Jesus how to achieve eternal life. The hope for the injured man faded away as the religious people let him down. The Good Samaritan provided hope for the injured man by helping him and providing wages for him. We all need hope in order to look ahead and keep going.

*The Broad Chalke Way- We choose to bring hope and dream big*



The Good Samaritan was moved in his soul by the need in front of him. When he saw the stranger he didn't look away. He was compelled by compassion and love. The Samaritan was aware of the dangers and inconvenience but wanted to put the injured man first- he was selfless and showed compassion and love.

*The Broad Chalke Way- We choose to show love and compassion*

## *Our Ethos*

*As a church of England School our Christian vision and core values: Respect, Resilience, Hope and Love help to shape our warm, friendly and inclusive ethos.*

- We aim to nurture the Christian faith and spirituality through an understanding of Christian beliefs and theology and help develop a reflective approach to life through our school provision and opportunities
- We aim to promote an ethos which embeds positive behaviour based on respect, resilience, hope and love in a caring, loving and secure environment where all gifts and talents are celebrated.
- We aim to provide a broad and balanced curriculum enriched with quality learning experiences. Ambitious learning and risk taking are promoted and learning made exciting and memorable. The school endeavours to provide a wide range of extra-curricular opportunities and high-quality enrichment opportunities to further enhance provision.
- We aim to provide an environment where independence, responsibility and respect for oneself and others, are nurtured, thereby preparing each pupil for life and work beyond school as responsible citizens in a multicultural and diverse, democratic society where prejudice and discrimination are not tolerated.
- We aim to ensure that teaching and learning is inclusive and focused on individual pupils' attainment, abilities and needs, thereby maximising success.
- We aim to serve our community and enter into a purposeful partnership with adults and children associated with the school for the benefit of all.

## Strategy 2030

Our Trust has set out its [Strategy 2030](#), identifying the direction of travel between now and then, based on the needs of our children, families and staff. Our school leaders have worked with our Academy Standards and Ethos Committee (ASEC – governors) and others to identify on one page, what this might look like for our school.

### ← Long-term Strategic Priorities →

#### Flourishing Pupils academically

- We meet ambitious targets for educational outcomes - every child in our school is a fluent reader by the time they leave Year 6.
- By the end of EYFS, the majority of children are KS1 ready. On entry deficits are eradicated.
- Outcomes for children experiencing disadvantage are at least as high as other children.
- High quality provision means children with SEND make rapid and sustained progress.
- All children access and experience an intentional, innovative, exciting and diverse curriculum offer that is responsive to the community we serve and focuses on securing rich cultural capital.
- Our children access the latest in technological advancements and exploit this to support their learning and lives.

#### Flourishing Pupils Spiritually, Morally and Culturally

- Children's behaviour is exemplary at all times. Our behaviour curriculum is known and enacted by all.
- Our children live out our vision and values both in school and in the community as courageous advocates.
- Our children have high levels of self efficacy and can articulate aspirational ambitions for their future.
- Children leave our school with a strong moral compass; they respect diversity and difference and take responsibility for their actions.
- Children are well prepared for life in modern Britain; they know how to keep themselves healthy and safe.
- Children are equipped to manage their mental health and well-being.

#### Flourishing Community

- Our reputation in the community is positive; the number of children on roll consistently meets our published admission number.
- High quality pastoral support for parents and families negates the impact of societal challenges on children.
- Our high expectations with regard to school attendance are shared by families and there are no children who are severe or persistent absentees.
- Broad Chalke school fosters a positive, supportive and collaborative environment where all stakeholders feel valued and actively play their part to enhance outcomes for pupils
- Strong and impactful relationships are evident with Chalkies and other pre-schools which feed into Broad Chalke.

#### Flourishing Staff

- The impact of continuous professional learning is evident in pedagogy, practice and outcomes for children.
- Coaching is embedded as our model for developing our staff.
- All staff feel valued and empowered in their role and responsibility within the school
- There is a clear career pathway for every member of staff; staff are ambitious for their future and are part of a wider succession plan within the Trust.

2024-2025

<p><b>Priority 1: Leadership and Management</b></p>	<p><b>Priority 2: Quality of Education</b></p>
<p><i>To further enhance the role of leadership across the school and ensure effective and impactful monitoring secures the best outcomes for pupils.</i></p>	<p><i>Through a well-designed, broad and balanced curriculum, delivered through teaching, which is good, or better so pupils at Broad Chalke achieve the best possible outcomes</i></p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>1.1. An effective rigorous monitoring and evaluation schedule is in place which holds class teachers and subject leaders to account for improving the quality of the curriculum, teaching and learning and pupil outcomes.</li> <li>1.3 Monitoring of teaching and learning and clear assessment and tracking systems are in place and used effectively to ensure improved outcomes for all pupils</li> <li>1.4 All subject leaders have good knowledge of the impact of each year group’s curriculum and what is needed to improve pupil outcomes.</li> <li>1.5 Well planned, focussed and looped CPL is in place through staff meetings and INSET to ensure subject and pedagogical knowledge is secure and enacted consistently in all classes.</li> <li>1.6 To foster positive relationships with parents and the community which promotes positive engagement and participation aiming to enhance educational outcomes.</li> </ul>	<p>Success criteria:</p> <ul style="list-style-type: none"> <li>2.1 Provide Quality First Teaching across the school which emphasises high quality, inclusive teaching for <i>all</i> pupils. Key focus is mastery lesson design, embed responsive teaching, scaffolding, reducing cognitive load and active engagement for pupils.</li> <li>2.2 Further refine our progressive curriculum and embed our curriculum drivers.</li> <li>2.3 Absolute specificity in knowledge and concepts in curriculum is consistent, specific in progression documentation and implementation is clear.</li> <li>2.4 Embed our school approach to the teaching of reading so that pupils develop fluency and comprehension as well as a love of books.</li> <li>2.5 Continue to develop our approach to the teaching of writing so that pupils secure the skills needed to write with accuracy in transcription and effect to engage their reader.</li> <li>2.6 Embed KS1 and Y3 factual fluency through Number Sense and further improve whole school recall and retention of number facts so that the percentage of pupils meeting ARE, in Maths and MTC in Y4 are at least in line with national figures.</li> <li>2.7. Sustain the Maths Mastery approach across the school ensuring consistency and high-quality teaching</li> <li>2.8. Optimise the utilisation of software and hardware within the school to improve outcomes and operational efficiency</li> </ul>
<p><b>Priority 3: Behaviour and Attitudes</b></p>	<p><b>Priority 4: Personal Development</b></p>
<p><i>To ensure our school environment and ethos is positive and supportive for pupils so they enjoy attending school and are motivated, enthusiastic, curious and ready to learn and where they consistently live out the school values.</i></p>	<p><i>Within a culture of high expectations, enable pupils to be the best versions of themselves, raise aspirations, develop leaders and provide opportunities for them to flourish through a wide range of learning opportunities.</i></p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>3.1 Embed our ‘Broad Chalke Way’ and behaviour curriculum resulting in high expectations for behaviour across the school.</li> <li>3.2 High quality teaching strategies are employed to reduce pupil cognitive overload and encourage pupil confidence and active engagement in their learning (including PP, SEN).</li> <li>3.2 All children are active and influential learners who are equipped with the knowledge, tools and experiences to grow in resilience, aspiration, self-regulation and executive function</li> <li>3.3 Ensure whole school attendance, including disadvantaged pupils, better than national by the end of the year</li> </ul>	<p>Success criteria:</p> <ul style="list-style-type: none"> <li>4.1 Embed new school vision and pupils actively live out the values articulating a clear knowledge and understanding</li> <li>4.1 Curriculum development includes sequenced enrichment opportunities and enhancements which provide learners with experiential opportunities to support curriculum acquisition and experience encounters outside of the engaging with individuals who inspire.</li> <li>4.2 To further prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values and able to talk about these in the context of our school vision and values</li> <li>4.3 Further develop our RE and world view curriculum to ensure philosophy, theology and sociology are effectively being taught.</li> <li>4.4 To further develop our school site to ensure it enhances learning opportunities and promotes spirituality.</li> <li>4.5 Further develop spirituality across the school ensuring there is a shared understanding and our offer enables children to strengthen their ability to reflect and develop spirituality.</li> <li>4.6 To actively promote positive wellbeing for all staff</li> </ul>

## **Priority 5: Effectiveness of Early Years Provision- Quality and Standards**

*Through a carefully considered curriculum and targeted provision, our EYFS pupils are given the best possible opportunities to achieve development milestones and be ready for Year 1.*

### **Success criteria:**

**5.1 Utilise on-entry data and ongoing assessment to ensure the majority of pupils achieve GLoD**

**5.2 The gap on entry between disadvantaged and identified vulnerable and non-disadvantaged reduces**

**5.3 Embed the EYFS curriculum to ensure readiness for Year 1**

**5.4 Embed the EYFS curriculum to ensure readiness for Year 1 and the continuous provision is rich with intentional activities which are effectively scaffolded to promote high pupil engagement, positive pupil outcomes including self-regulation and executive function**

**5.5 Promote positive parent engagement and further develop and strengthen our relationship with the on-site Pre-school through planned engagement and opportunities to secure future pupil numbers and support transition.**