

# Corvus Learning Trust School Improvement Plan 2025-2026 HATCH RIDE PRIMARY SCHOOL



	Strategic Areas of Focus	<b>Three Year Objectives 2024-2027</b> <i>This column is full and sufficient to deliver the focus areas</i> DfE Focus: <i>Outcomes, School Improvement, Financial Stability, Growth</i>
Education	Quality of Education <i>"Delivering a consistently excellent education to all our young people"</i>	<ol style="list-style-type: none"> <li>1. Leaders ensure that:                             <ul style="list-style-type: none"> <li>• Our schools to have a clear ambitious <b>curriculum</b> that meets the needs of <b>all</b> their pupils.</li> <li>• All pupils will receive a high-quality <b>teaching and learning</b> experience</li> <li>• <b>Behaviour and attitudes</b> allow pupils to make progress significantly above national averages</li> <li>• Ensure a comprehensive <b>provision for SEND and HPA</b> to ensure all pupils achieve their full potential</li> </ul> </li> <li>2. Our schools have a clear approach for <b>individual pupils and learning groups to:</b> <ul style="list-style-type: none"> <li>• Make <b>positive progress and achieve their full potential</b></li> <li>• Feel <b>safe, happy, included</b> and can be themselves</li> <li>• Take opportunities that develops their learning, <b>personal development</b> and growth</li> </ul> </li> <li>3. Deliver successful <b>outcomes</b> measured by our ambitious targets for <b>all</b> pupil groups</li> <li>4. Trust and schools' values, and priorities are reflected in individual schools' <b>key documents</b></li> <li>5. Actively support all our schools' <b>development</b> to achieve a positive outcome against national benchmarks</li> </ol>

# HATCH RIDE SCHOOL DEVELOPMENT PLAN

September 2025 – September 2026



## ACTION AREA: Leadership and Governance

WHAT IS THE IMPROVEMENT? (SMART)	KEY ACTIONS <i>(lead should establish more detailed job plans if necessary)</i>
Develop leadership capacity at all levels through CPD and coaching	<ul style="list-style-type: none"> <li>• Writing lead attends and contributes to all trust curriculum meetings</li> <li>• Writing lead to inform and enforce the EEF Literacy Trial obligations</li> <li>• Writing lead is supported by head teacher until embedded in role</li>   <li>• Head teacher and SENDCo to attend John Kane leadership programme</li> <li>• Head teacher and SENDCo will review learning from leadership programme regularly and implement any actions</li>   <li>• Maths lead to attend Mobius mastering number training and onboarding</li> <li>• Maths lead to support KS1 and EYFS team in using mastering number strategies consistently</li> <li>• Maths lead to complete monitoring – books looks, observations and staff/pupil voice – to ensure mastering number strategies are used and progressing</li> </ul>
Strengthen monitoring procedures, evaluation and feedback systems	<ul style="list-style-type: none"> <li>• Evaluate against R2T, R2L document for compliance</li> <li>• Monitor transitions carefully</li> <li>• Monitor expectations of children are being met</li> <li>• Strengthen feedback methods to staff</li> <li>• Create a workable monitoring calendar to include trust and SLT monitoring that does not increase workload for staff</li> <li>• Create a clear calendar of subject leadership monitoring</li> <li>• Develop methods of evaluation</li> <li>• Develop preferred feedback style for staff and leaders</li> </ul>

## ACTION AREA: Curriculum

WHAT IS THE IMPROVEMENT? (SMART)	KEY ACTIONS <i>(lead should establish more detailed job plans if necessary)</i>
Improve the quality of writing across all year groups	<ul style="list-style-type: none"> <li>• Staff and pupil voice gathered about Literacy Tree and their writing</li> <li>• Staff to deliver EEF obligations – teaching Lit Tree everyday for an hour, following the given curriculum map</li> <li>• Staff to adapt planning for class and evidence</li> <li>• Staff attend CPD opportunities</li> <li>• Trust Raising Standards meeting used to support SLT in driving development</li> </ul>

<b>Mastering number to be embedded in KS1 and EYFS to improve maths outcomes in KS1</b>	<ul style="list-style-type: none"> <li>• Maths lead to attend all training from mobius and related to mastery of number</li> <li>• Maths lead to deliver modelling and check understanding from staff</li> <li>• Maths lead to monitor practice and feedback to SLT</li> <li>• Maths lead to communicate to all stakeholders</li> </ul>
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## ACTION AREA: Developing Teaching

<b>WHAT IS THE IMPROVEMENT? (SMART)</b>	<b>KEY ACTIONS</b> <i>(lead should establish more detailed job plans if necessary)</i>
<b>Promote staff development in organisation, behaviour for learning, management and classroom environment</b>	<ul style="list-style-type: none"> <li>• Embed Ready to Learn, Ready to Teach document throughout the year</li> <li>• Where weak pedagogical practice has been identified, teachers receive coaching from Trust leads as well as SLT/subject leads</li> <li>• Teachers are aware of their areas of improvement through robust performance appraisal</li> <li>• Document regularly reviewed and updated by SLT</li> <li>• Governors and other stakeholders are informed and updated regularly</li> <li>• SEND R2 section is complete and robust</li> </ul>

## ACTION AREA: Achievement

<b>WHAT IS THE IMPROVEMENT? (SMART)</b>	<b>KEY ACTIONS</b> <i>(lead should establish more detailed job plans if necessary)</i>
<b>To beat national in all areas and at least 50% of measures beat local authority data percentages</b>  <b>Phonics</b> <b>MTC</b> <b>SATs</b>	<ul style="list-style-type: none"> <li>• Regular assessment and data drops from year 6</li> <li>• Regular data drops are analysed and key actions put in place</li> <li>• Phonics is monitored closely with an emphasis on consistent recall and repetition (year 1)</li> <li>• SEND/PP gaps are identified quickly and intervention in place to support</li> <li>• Children with a missing subject to achieve combined are quickly identified and intervention put in place where appropriate</li> <li>• Pupil progress meetings keep targets as centre focus</li> </ul>

## ACTION AREA: Behaviour and Attendance

<b>WHAT IS THE IMPROVEMENT? (SMART)</b>	<b>KEY ACTIONS</b> <i>(lead should establish more detailed job plans if necessary)</i>
<b>Improving attendance for children who are FSM</b>	<ul style="list-style-type: none"> <li>• PP strategy is robust and communicated</li> <li>• PP first is evident in planning and opportunities</li> <li>• Support from other trust schools in ideas to support FSM families and reward attendance</li> <li>• EWO meetings are used well to tackle low attendance</li> </ul>

## ACTION AREA: PD and Well-being

WHAT IS THE IMPROVEMENT? (SMART)	KEY ACTIONS <i>(lead should establish more detailed job plans if necessary)</i>
Improving celebration and understanding of diversity	<ul style="list-style-type: none"> <li>• Protective characteristics are taught robustly and in an age appropriate way across the school through PSHE curriculum</li> <li>• Ensure diversity is celebrated through national calendar events or individualised from context of children and families</li> <li>• Fundamental British Values are highlighted at opportunities other than PSHE – assemblies, through other subject teaching</li> <li>• Highlight the lessons in the PSHE curriculum throughout the school that explain and celebrate diversity</li> <li>• Find new ways to include the whole school community celebration of diversity</li> <li>• Meaningful opportunities to develop understanding</li> </ul>

## ACTION AREA: Inclusion

WHAT IS THE IMPROVEMENT? (SMART)	KEY ACTIONS <i>(lead should establish more detailed job plans if necessary)</i>
Making robust use of data to show progress	<ul style="list-style-type: none"> <li>• Complete SEND audit and action anything raised for improvement</li> <li>• Robustly record and communicate comparisons of SEND data with their peers</li> <li>• Create case studies to show progress beyond academic outcomes</li> <li>• Communicate the impact school decisions for SEND are having on its pupils</li> </ul>
Clarifying interventions and strengthening feedback	<ul style="list-style-type: none"> <li>• Define all interventions and communicate this to staff</li> <li>• Track all interventions robustly and feedback to teachers and parents</li> </ul>
Building on a cohesive, shared understanding of SEND provision across the whole school	<ul style="list-style-type: none"> <li>• PINS programme engagement continues and is communicated to all stakeholders</li> <li>• Create a clearer shared overview of SEND in one document</li> <li>•</li> </ul> <p><i>Potential Next Steps from PINS project</i></p> <ul style="list-style-type: none"> <li>· Develop transition resources to support children moving between classes and stages.</li> <li>· Expand parent engagement opportunities, including SEND-focused sessions, this requires parent/carer buy in.</li> <li>· Continue improving information sharing and signposting for families.</li> <li>· Continue with really positive information provided to children to celebrate Neurodiversity week and awareness throughout the school year.</li> </ul>

## ACTION AREA: Safeguarding

WHAT IS THE IMPROVEMENT? (SMART)	KEY ACTIONS <i>(lead should establish more detailed job plans if necessary)</i>
Increase parental engagement in safeguarding processes	<ul style="list-style-type: none"> <li>• Initial parent voice to understand what parents already know about safeguarding in school</li> <li>• Deliver an information evening in January around the SDP and safeguarding</li> <li>• Communicate why year 6 data matters – how are we ranked and compared and the impact if results on admissions</li> </ul>

## ACTION AREA: EYFS

<b>WHAT IS THE IMPROVEMENT? (SMART)</b>	<b>KEY ACTIONS</b> <i>(lead should establish more detailed job plans if necessary)</i>
<b>GLD will be above national and local averages</b>	<ul style="list-style-type: none"><li>• Identify weaker areas of learning from the baseline</li><li>• Robust opportunities and planning to close the gaps identified quickly</li><li>• Communicate weaker areas of learning to parents and gain early support</li><li>• Parent events are given in key areas to support learning at home</li><li>• A focus on communication and language, self-care early intervention, especially for those with SEND</li></ul>