

St George's Central CE Primary School and Nursery



School Impact Plan 2026 – 2027



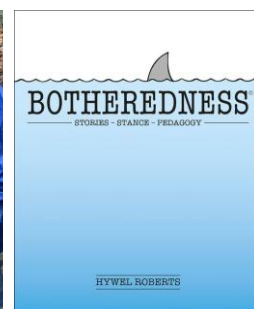
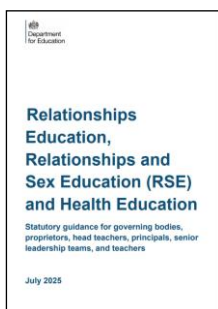
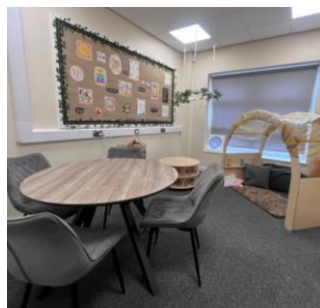
At the end of each school year, we reflect upon the previous year, collecting in all our assessment and 'improving learning' information. This, in combination with feedback from children, staff, parents/carers and governors, enables us to identify the strengths and areas of development for the year ahead. We then develop key priorities for each area of school and set about putting actions in place in order to achieve these via our annual School Impact Plan. We have 5 key priorities, with actions to support our improvement in these areas across school. You can see below our 5 priority areas for 2026 – 2027. We have a detailed plan in place in school, for each priority area. For your convenience we have summarised, and listed for you, 3 of the key ways that we are aiming to make positive progress towards achieving each key priority this year:

Key Priority 1

To ensure that leaders have a clear ambitious vision for providing high-quality inclusive education for all learners, making use of our excellent facilities and through having consistent, strong, shared values, policies and practices in place to support stakeholders at all levels.

In order to develop this priority, we will:

- *Develop areas of our school to aid regulation and support the needs of children with SEND.
- *Continue to develop our curriculum offer considering the needs of our school, statutory updates and predicted global trends.
- *Develop creative and engaging pedagogical approaches to strengthen the quality of teaching and improve outcomes.



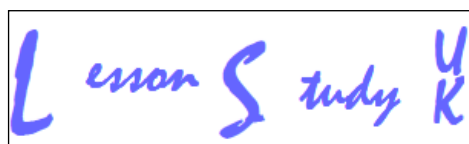
Key Priority 2

To ensure that our curriculum is consistent in meeting the needs of all learners and that staff are appropriately developed to ensure that teaching develops long term learning skills, embeds subject knowledge and has the expected impact on life-long learning.

In order to develop this priority, we will:

- *Develop our Maths offer to ensure achievement at key end points improves (Y4 Multiplication Tables Check and Higher Standard across school).
- *Re-visit the SGC teaching principles and introduce a 'lesson study' approach to further improve teaching across school.
- *Start to enhance oracy opportunities to support fluency, prosody and comprehension.

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1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



'Never settle for less than your best'

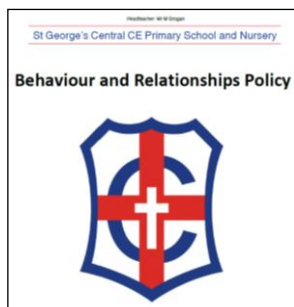
Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Key Priority 3

To ensure that high expectations for positive behaviour and attitudes to learning are in place for all learners, through having a consistent approach that supports high quality, positive relationships and promotes attendance at school.

In order to develop this priority, we will:

- *Update our Behaviour and Relationships Policy by introducing a new approach to engage children in lunchtime activities.
- *Strengthen school systems to ensure attendance data continues to rise and persistent absences reduce.
- *‘Listen and Respond’ sessions are embedded to complement our existing well-being offer.



St George's Central CE Primary School and Nursery	
Graduated response to attendance at St. George's Central CE Primary School and Nursery	
Attendance	Actions
90% - 100%	Excellent school attendance. Research and certificates. Best chance of success. No further action taken.
80% - 89%	Slight concern for children. Continued monitoring (this may involve an initial discussion with child). Class parents/parents aware of the target process if improvements are not made. Child to now demonstrate shared responsibility. Meeting to be held with child, parent/parents and attendance team. Barriers to attendance should be identified and appropriate action implemented. Parental Early Help Plan in place.
60% - 79%	Absences are unexplained. Steps to improve taken (written to parent/parents before an EHP is made). Multi-agency plan in place, including attendance as part of the plan. Continued safeguarding and escalation measures to ensure the child has been seen e.g. home visits. Parental action taken (written evidence shared attendance).
40% - 59%	Child is now severely absent from school. A multi-agency assessment and family plan will be in place which includes attendance. Local authority attendance link will be working alongside school and the family. Attendance plan reviewed regularly and amended with relevant actions. Consider safeguarding risks and refer to the relevant documents. Potential social care involvement if deemed relevant. Parental action to be taken.
0% - 39%	



Key Priority 4

To further enhance pupils' character development through our high-quality provision for mental, physical and SMSC well-being opportunities throughout school life, within both the curriculum and the community.

In order to develop this priority, we will:

- *Further develop the role of the Ethos Council to strengthen its contribution to the school ethos.
- *Take a strategic approach with our wide and varied enrichment offer to further improve engagement.
- *Strengthen the link with our local High School so that children develop a greater awareness of future education and career pathways.



Key Priority 5

To develop and embed an ambitious, progressive Early Years curriculum from 2-year-olds to Reception, strengthening the quality and consistency of teaching and learning to ensure all children secure the foundations for future success.

In order to develop this priority, we will:

- *Implement a redesigned Early Years curriculum to secure foundational knowledge and improve outcomes at key end points.
- *Maximise learning opportunities in nursery to secure strong foundations and improve outcomes for our youngest children.
- *Have foundations for Maths in place through 'The Nurturing Young Mathematicians' project.



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