



School Improvement Plan 2026-27

Based on Self-Evaluation Priorities



Area of Priority 1: Achievement

All groups of children make outstanding progress achievement

- 1.1 Chn make better than expected progress from their starting points
- 1.2 Attainment is above national averages
- 1.3 Disadvantaged pupils and pupils with SEND achieve well
- 1.4 Chn demonstrate deep understanding, can apply learning in different contexts, and retain knowledge over time
- 1.5 Chn are exceptionally well prepared for their next stage of education achievement

Area of Priority 2: Curriculum and Teaching

All children are exposed to a high-quality and ambitious curriculum

- 2.1 Teaching expectations for all groups of learners are high and offer challenge to all
- 2.2 A broad and balanced curriculum, using adaptive teaching and reasonable adjustments, removing barriers for all groups of learners
- 2.3 Highly effective use of feedback and assessment to assess chns' needs secures the strong foundations of key knowledge
- 2.4 Exciting learning opportunities and experiences are offered to all children to enhance the curriculum

Area of Priority 3: Behaviour and Attendance

Children are happy, kind and safe learners that come to school every day

- 3.1 All staff build strong, positive relationships with children and their families
- 3.2 Positive recognition and celebration ensures all children model confident behaviour and kindness
- 3.3 Staff have high expectations for behaviour that are consistent and established
- 3.4 School provides a calm, respectful, safe and positive environment for learning
- 3.5 Attendance patterns and barriers to attendance are addressed
- 3.6 Pupils attend school regularly and punctually-attendance is valued

Area of Priority 4: Personal Development and Wellbeing

Children are ready to learn and are equipped with strategies to thrive

- 4.1 Positive mental health and wellbeing is at the heart of everything that we do
- 4.2 Children demonstrate confidence, resilience, independence and perseverance
- 4.3 Learners have aspirations for the future and are equipped with the skills for their future
- 4.4 Chn know how to stay safe and make informed choices about their wellbeing
- 4.5 The school promotes healthy relationships fostered in empathy, kindness and equality

Area of Priority 5: Inclusion

Our school Identifies, assesses and meets the needs of all learners by reducing barriers

- 5.1 Inclusion is embedded in the school's culture and is evident in all aspects of school life
- 5.2 All chn thrive academically, socially and emotionally
- 5.3 Adaptive teaching meets diverse needs and remove barriers to learning
- 5.4 Diversity, empathy, respect and acceptance of difference are promoted
- 5.5 Early identification and highly effective intervention ensure chn receive timely and appropriate support
- 5.6 Strong partnerships with families and external agencies enhance outcomes for pupils
- 5.7 Pupil voice demonstrates that all children feel included, respected, represented and able to succeed
- 5.8 Data is used to continually improve inclusive practice and outcomes
- 5.9 Inclusion contributes significantly to chns' personal development, wellbeing and achievement



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Area of Priority 6: Leadership and governance

Leadership shapes the culture at Tittensor

- 6.1** Effective monitoring of achievement and challenge ensures all groups of children have the support they require to achieve
- 6.2** Teacher's professional development and growth is at the forefront of improvement and is always based on current evidence
- 6.3** Leaders have an accurate and informed understanding of a broad, balanced and challenging curriculum for all
- 6.4** Governance is strong and has an impact on school improvement

Area of Priority 7: Quality of Education in the Early Years

Children have a positive attitude to school, building secure foundations for future learning

- 7.1** Children practise empathy, self-control and emotional regulation as leaders prioritise social-emotional development
- 7.2** Early screening and intervention ensures all children build strong foundations for their learning
- 7.3** A rich learning environment and engaging curriculum ensures all groups of children can achieve

Area of Priority 8: Christian Distinctiveness

Our school community upholds the Christian values and teachings

- 8.1** To further develop the schools distinctive Christian Character
- 8.2** To enhance the spiritual development and response of the school community, grounded in distinctively Christian teaching through our Vision and Values.
- 8.3** Seek to make a difference to the lives of all members of the school community by engaging, challenging, encouraging and inspiring in a relevant way
- 8.4** To further improve the teaching of RE in line with 'Understanding Christianity' units and 'The Staffordshire Agreed Syllabus'

Area of Priority 9: Health and Safety

Our school complies with the legal duties under the Health and Safety Act

- 9.1** The school has embedded the Health and Safety Policy
- 9.2** The school has evaluated the possibility of risks in everyday school life
- 9.3** All staff receive the relevant CPD regarding Health and Safety

Area of Priority 10: Safeguarding

Our school has an open and positive safeguarding culture

- 10.1** The school has embedded a robust safer recruitment practice
- 10.2** A culture where staff, pupils and parents feel comfortable raising and discussing is evident across the school. Children know who to go to.
- 10.3** The school's policies and procedures are applied, understood and have a positive impact on our children.
- 10.4** The school links with outside agencies and know where to get the support for our children.
- 10.5** Our school community upholds their safeguarding responsibilities.