

School Improvement Plan

Introduction

Vision: Growing Healthy and Strong Roots to Grow and Flourish

Our vision for Alder Grove School is about the importance of roots. Just as a tree cannot grow to be healthy and strong without good roots, so we believe that children need the right conditions to grow and flourish. Our school community at Alder Grove is rooted in the following values:

- Kindness
- Service
- Truthfulness
- Forgiveness
- Courage
- Perseverance

We see these values in the life of Jesus, and Christians choose to live their lives rooted in him. At Alder Grove, we want to help all our children, whatever their faith background, to grow deep roots which will enable them and the whole community to be strong and healthy learners, and to care for each other.

As we live out these values, we help each other to flourish and grow. Our vision is not just about individuals but about a whole community, so we emphasise the importance of serving each other, and treating each other as we would like to be treated, and we also believe in the importance of caring for the world around us.

When the roots are healthy, we will see fruit growing:

'They are like trees planted along the riverbank, bearing fruit each season' (Psalm 1.3).

The right roots will allow our children to fulfil their potential in all areas of life.

School context: Alder Grove opened in 2020 with only a Nursery and Reception cohort. From September 2025, there will be two Reception Classes, Year One, Year 2, Year 3, Year 4 and Year 5 classes of 30 pupils each and the Nursery of 59 FTE. The school will continue to grow year on year serving this newly developing community and the established local community. The school has established itself as the local school of choice in the community through its commitment to community relations and high quality curriculum offer.

Three Year Vision

As a growing school we are looking to develop and refine strong systems to ensure our curriculum offer and engagement of all stakeholders is high. Our key aim through a knowledge led curriculum is to help all of our pupils develop a love of learning which results in a rich reservoir of knowledge from which connections and links between subjects optimise their progress so that they achieve to the best of their ability.

	2025-2026	2026-2027	2027-2028
<i>Priority 1</i>	Enhance the school's Christian vision and distinctiveness by deepening the impact of spirituality, Religion and World Views and Collective Worship, in line with SIAMS inspection criteria.	Spirituality and Religion and World Views are fully embedded in the curriculum and worship life, reflecting inclusion and diversity. Pupils take active leadership roles, and the school community experiences deeper engagement with the Christian vision.	Sustained impact on pupils' spiritual growth is evident, celebrated, and shared with stakeholders. The school's Christian distinctiveness is a strong defining feature, supported by robust systems for ongoing development and reflection.
<i>Priority 2</i>	To continue with the development of the curriculum offer and processes for intent, implementation and impact across all subjects, ensuring all children flourish and achieve the strongest academic outcomes.	Curriculum delivery is refined and differentiated, leading to improved pupil outcomes and engagement. Assessment and feedback systems support continuous improvement and stakeholder involvement.	The curriculum is fully embedded with clear evidence of impact on pupil achievement and engagement. The school has established a culture of ongoing curriculum review and celebration of learning.
<i>Priority 3</i>	To develop subject and middle leadership capacity, establishing systems, roles and responsibilities to ensure an effective distributed leadership model	Middle leaders actively lead curriculum and teaching improvements, contributing to a collaborative and data-informed culture of school development. 2027-2028 Impact	A strong distributed leadership model is embedded, sustaining high-quality teaching and curriculum delivery with clear career pathways and leadership succession.
<i>Priority 4</i>	To continue to establish the Personal Development offer for all pupils with a focus on vulnerable pupil groups.	Personal Development is responsive and embedded across the school, with clear improvements in pupil wellbeing and inclusion, supported by strong leadership and pupil voice.	Personal Development is a strength of the school, fully inclusive and evidenced by improved outcomes and wellbeing for vulnerable pupils, supported by confident staff and strong community links.

Key Priorities for the current year

Priority as overall success criteria	Evidence/rationale for making this a priority	Overall SLT Lead for action planning this priority:	Governing Body Committee / Link Governor with oversight
Enhance the school's Christian vision and distinctiveness by deepening the impact of spirituality, Religion and World Views and Collective Worship, in line with SIAMS inspection criteria.	Recent self-evaluation indicates a need to more consistently embed the school's Christian vision into all aspects of school life, ensuring that it is both lived and clearly articulated by all stakeholders. Spiritual development opportunities needs to be recognised and celebrated consistently across the school. Collective Worship, while regular and valued, needs to become more pupil-led, inclusive and reflective of a broad theological understanding. Strengthening these areas will ensure the school is fully prepared for the next SIAMS inspection and that its Christian foundation is central to pupils' moral and spiritual development.	Headteacher	CDC
To continue with the development of the curriculum offer and processes for intent, implementation and impact across all subjects, ensuring all children flourish and achieve the strongest academic outcomes.	Curriculum reviews and internal monitoring have highlighted strengths in core subjects but also revealed inconsistencies in foundation subject coverage, progression and assessment. Ofsted and national expectations emphasise the importance of a broad, balanced and well-sequenced curriculum that supports all learners, including the most disadvantaged and those with SEND. By refining curriculum intent, improving subject-specific pedagogy, and embedding clear assessment systems, the school can ensure strong academic outcomes and equal access to a rich learning experience for all pupils.	Headteacher/Deputy Headteacher	CDC
To develop subject and middle leadership capacity, establishing systems, roles and responsibilities to ensure an effective distributed leadership model	As the school continues to grow and evolve, there is a clear need to strengthen leadership at all levels to ensure sustainable improvement. Internal monitoring and leadership reviews have highlighted the need for greater clarity and consistency in leadership roles, responsibilities and accountability. Some subject and middle leaders are new to role or developing in confidence, and systems for	Headteacher/Deputy Headteacher	CDC

	<p>distributed leadership are not yet fully embedded. Building leadership capacity and creating a robust, shared leadership structure will ensure that strategic responsibilities are effectively delegated, subject leadership is impactful, and whole-school priorities are driven forward collaboratively. This will also support succession planning and the development of a high-performing leadership culture.</p>		
<p>To continue to establish the Personal Development offer for all pupils with a focus on vulnerable pupil groups.</p>	<p>Data and pupil voice suggest that while the personal development offer is valued, not all pupils—particularly those from vulnerable groups such as PP, SEND, and EAL—are fully accessing or benefiting from it. Mental health and well-being needs have increased post-COVID, and pupils require support in developing resilience, confidence, and wider life skills. A more inclusive, structured, and measurable personal development offer will ensure equity, support character development, and enable all pupils to thrive socially, emotionally, and academically.</p>	<p>Headteacher/Deputy Headteacher</p>	<p>CDC</p>