



Academy Improvement Plan 2025-2026

Our School Vision

Our Biblical Foundation

Our school vision is, 'Aim high, believe; Fly high, achieve.' This child-friendly version of the vision is based on the bible passage from Isaiah 40: 31, ***“Those who trust in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary; they will walk and not faint.”***

In this passage, Isaiah is responding to the Israelites who are worn out from their hardships after years of exile. The Israelites are questioning God's care and strength and Isaiah reassures them by encouraging them to place their faith and trust in God – so that they might find the strength they need to be able to aim high, to fly high and ultimately, to flourish. This is the vision at Archbishop Wake for the whole community.

Our Rainbow Values

The rainbow has been an important symbol of Archbishop Wake for many, many years. Since being a first school, the logo has included a rainbow out of which the Rainbow Values came into being:

Happiness - Living God's way with happiness is the best way forward in life. 1 Timothy 6:6

Perseverance - Let us run with perseverance the race marked out for us that is before us. Hebrews 12:1

Cooperation - God has also given each of us different gifts to use...so we can work together for God. Romans 12:6

Kindness - Do to others as you would have them do to you. Luke 6:31

Courage - Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. Joshua 1:9

Honesty - Do not tell lies about others. Exodus 20:16

Respect - Pay others the honour and respect you owe them. Romans 13:7

Through our curriculum and collective worship, we teach and encourage all members of our school community to live by and live out these values to help us to achieve our vision and enable flourishing.

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 →

Our children are enabled to fly high

- 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.

Our children flourish through having a strong moral and spiritual code

- 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.

We are the school of choice for families in the local 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.

All our staff flourish

- Our school attracts candidates of the highest calibre.
- The impact of continuous professional learning is evident in pedagogy, practice and outcomes for children.
- Coaching and mentoring is embedded as our model for developing our staff.
- The strength of leadership and practice in the school is recognised in the category of Excellence in the Trust Improvement Model.
- Our staff are widely deployed to add capacity for improvement in other Trust schools.
- 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.
- Flourishing and wellbeing of staff is vital in the continuing success of the school.

← Long-term Strategic Goals →

2025-2026

Priority 1: Leadership and Management	Priority 2: Quality of Education
<p>Success Criteria:</p> <p>1.1 The intentional, well-designed, sequenced and coherent subject curricular is implemented – its impact is evidenced through improved pupil outcomes – see Data Targets 2025-2026. Vulnerable learners including SEND and PPG make good progress from their start points with some making better than expected progress. Vulnerable learners, including SEND and PPG make good progress because they can fully access the sequenced curriculum, including acquiring new vocabulary. Reading is not a barrier. All learners, including those from disadvantaged backgrounds and with SEND, are ready for their next steps in learning and future curriculum (see Data Targets)</p> <p>1.2 Improve pedagogy - coaching models to improve quality of teaching / teacher research groups within and across schools in Hubs (Hub Collaboration) – a focus on the use of Walkthrus in maths</p> <p>1.3 Tracking and monitoring of factual fluency through Number Sense (enact maths CPL 2024-25) identifies knowledge gaps that are then filled resulting in more rapid progress for those that have fallen behind.</p> <p>1.4 Focus on Early Years (Nursery provision) – all nursery systems and processes are aligned with the school. SLT support for the Nursery Manager (NM) enables development of leadership and capacity, clearly defining roles, responsibilities and the delivery of the shared vision. Leadership develops and enables effective transition between FS1 and 2.</p> <p>1.5 Strategic leadership of SEND – inclusion by design (enact Inclusion CPL 2024-25). Development of systems for the graduated response to need are refined and embedded. Timelines, referrals, ILPs and the review cycles continue to meet the needs of the pupils, resulting in improved outcomes. SLT hold strategic oversight of SEND provision and outcomes.</p>	<p>Success criteria:</p> <p>2.1 Curriculum implementation in the core enables flourishing for all groups in order to succeed and make expected and better than expected progress (data outcomes for EYFS, Y1 phonics, end of KS1, Year Four multiplication assessment and the end of KS2) by securing deep acquisition of knowledge and connection against the sequenced curriculum</p> <p>2.2 Every child is a reader – there is a rigorous and sequential approach to the reading curriculum from phonics through to fluency, using the building blocks model to support pedagogy (enacting reading CPL 2024-2025)</p> <p>2.3 Improved writing outcomes, including improved spelling, handwriting and presentation for all pupils – development of the Early Writing Curriculum enables secure understanding of sentence construction for all pupils. All pupil outcomes improve. Year 2 writing outcomes improve. The number of pupils below ARE reduces, year-on-year. (writing CPL 2023-2024 enacted consistently).</p> <p>2.4 Improved teaching and learning in mathematics (mastery lesson design) results in improved outcomes for all pupils, including in the development of Number Sense and measured through the Multiplication Tables Check and above Dorset / National benchmarks at the end of EYFS, KS1 and KS2</p> <p>2.5 Science and RE: ensure the agreed curriculums are developed and embedded in accordance and in line with Trust expectations – ensure the curriculums and pedagogy is as robust as the reading, writing and mathematics curriculums (enacting CPL 2024-25)</p>
Priority 3: Behaviour and Attitudes	Priority 4: Personal Development
<p>Success Criteria:</p> <p>3.1 Revise the school's 'Rainbow values'. Ensure the values are relevant and reflective of the school's work. Embed the school's revised values with all stakeholders, ensuring they become integral to the school's ongoing work with its community and beyond.</p> <p>3.2 Evaluate the impact of the behaviour curriculum. See to maintain, sustain and innovate to meet the needs of the pupils and create a climate where children demonstrate self-control (especially during unstructured time)</p> <p>3.3 Introducing social emotional learning curriculum (enact Inclusion CPL 2024-25)</p> <p>3.4 Attendance and punctuality – ensure the systems for attendance management are effective, resulting in sustained reduction/elimination of persistent absences</p>	<p>Success criteria:</p> <p>4.1 Cohesive Personal Development and behaviour curriculums mapped out to include all elements including Character Education – especially self-efficacy and resilience</p> <p>4.2 The distinctive Christian vision and values are fully embedded and clearly articulated by all stakeholders (see also Behaviour and Attitudes 3.1)</p> <p>4.3 Whole school clarity around ensuring that all children have secure PSHE knowledge, including those with SEND, and this contributes positively to pupil confidence and efficacy with regard to school life</p> <p>4.4 Continued development of spiritual capital (LCSF development priority)</p>
Priority 5: Early Years – including Nursery education and provision	
<p>Success criteria:</p> <p>5.1 Robust assessment leading to exacting design for learning (planning/learning environment) to address deficits and to rapidly close gaps – children catch up in the EY: Best start in life: 81% of pupils to meet GLD at the end of the academic year. 80% of Pupil Premium to meet GLD. The enacted F1/2 curriculum is ambitious and ensures all children, especially disadvantaged and children with SEND get off to a flying start (self-belief, knowledge, skill gaining and regulation).</p> <p>5.2 All children leave EY being able to decode and read. This sets them up well so that by the end of Y1 all children aspire to be fluent readers.</p> <p>5.3 High quality interactions enable effective development of communication and vocabulary – language rich. There is a sharp focus on vocabulary acquisition for all children through direct teaching and adults in continuous provision – this results in children talking</p> <p>5.4 Nursery project and provision – the Archbishop Wake Nursery is fully integrated into the school. Systems and processes enable the nursery capacity to be maximised in order to cater and support as many families and children as possible. There is a cohesive curriculum which is progressive, innovative and focused on providing the best outcomes for all children and their next phase in education.</p>	