

	Aut. Sch.	Aut. Nat.	Spr. Sch.	Spr. Nat.	Sum. Sch.	Sum. Nat.
No. of Children on Roll						
No. of Pupil Premium Children						
No. of Children with SEND						
No. of Children with an EHCP						
No. of Children receiving FSM						
No. of children who are categorised as CIN/CP/CIC						
No. of Children where EAL						
No. of Children attending the Nursery						

	Sch. Current	Nat. Current	RHT Current
% Attendance			
% Lateness			
% Persistent Absence			

Areas of Strength							
Quality of Education		Behaviour and Attitudes		Personal Development		Leadership and Management	
Key areas of strength:	Supporting Evidence	Key areas of strength:	Supporting Evidence	Key areas of strength:	Supporting Evidence	Key areas of strength:	Supporting Evidence
Phonics	2026 data: Y1 - 94% Y2 - 100%	Very good overall attendance	2025/26 data: 96.1%	The school continues to offer a wide range of after-school clubs and enrichment activities to develop pupils' interests and talents	School website and newsletters	Staff well being	Huish staff survey Summer 2026
EYFS Provision	2026 data: GLD - 90%	Low percentage of persistent	2025/26 data: 6.2%	Strong pupil voice and leadership	School council and Captains/Vice	Strong leadership team	Current HT in post since Sept 2017
Y4 Multiplication Check	2026 data: average score 23 out of 25	Low percentage of lates	2025/26 data: 0.3%	Confident empowered children	Pupils leading Show and Share assemblies	Good systems e.g. attendance	High levels of attendance, low levels of persistent absentees
KS2 SATs	2026 data: Maths 91% Reading 91% SPaG: 86%	Low percentage of severely persistent absentees	2025/26 data: 2.7%	Children are knowledgeable about their rights. They enjoy strong relationships in a culture of respect and there is a strong practice of wellbeing	Rights Respecting Schools Silver Award December 2024	Strong staff team with high levels of personal commitment	Huish staff survey Summer 2026
Science Curriculum and standards	2026 data: 87% or above at the expected standard in all year groups	Low numbers of bullying	2025/26 data: 0 cases	Pupils benefit from a wide variety of opportunities beyond	OFSTED January 2025	Low staff turnover and sickness	Low numbers of days lost to sickness
		Pupils learn in a calm and orderly school where staff have high expectations of what they can achieve	OFSTED January 2025	The school supports children to be active and responsible citizens through the many pupil leadership roles	OFSTED January 2025	Low levels of parental complaints	No formal parental complaints 2025/26
		Pupils show positive attitudes to their learning	OFSTED January 2025			Very strong parental relationships	Parent Forum feedback
						Staff are proud to work at this	OFSTED January 2025
						Those responsible for Governance have an accurate view of the school and are ambitious for pupils to be successful	OFSTED January 2025



Priority reference	Description of Priority	School Lead
1 Powerful Pedagogy	To improve every child's confidence and communication skills through oracy	Abbie Bown
2 Beautiful Curriculum	To ensure all children have access to a balanced and inclusive Religion and Worldviews curriculum	Helen Morley
3 Inclusion by Design		



Priority 1: Powerful Pedagogy - To improve every child's confidence and communication skills through oracy

Ref	Description of Action	Person Responsible for Action	Target date for completion	KPI(s) or Description of Impact	Additional Comments	RAG Rating Autumn 1	RAG Commentary	RAG Rating Autumn 2	RAG Commentary	RAG Rating Spring 1	RAG Commentary	RAG Rating Spring 2	RAG Commentary	RAG Rating Summer 1	RAG Commentary	RAG Rating Summer 2	RAG Commentary
1.01	Undertake a baseline survey with staff and students	All staff	22/10/2026	Establish where we are as a school with oracy practice. Understand how staff and students feel about oracy.													
1.02	Create an implementation model with vision	Abbie Bown	22/11/2026	Clear trajectory of what we want to achieve.													
1.03	School Oracy lead/champion to undertake relevant CPD	Abbie Bown	23/07/2027	Upskill leads to deliver effective CPD to all staff.													
1.04	Deliver CPD to all staff during INSET day/ staff meetings	Abbie Bown	23/07/2027	Upskill staff and ensuring a consistent approach.													
1.05	Establish discussion guides and introduce the oracy framework	Abbie Bown	25/03/2027	Provide a clear and consistent approach to oracy practice for all staff and pupils.													
1.06	School Oracy lead/champion to trial strategies within their Year 1 and Year 5/6 classrooms	Abbie Bown	12/02/2027	Trial to understand which strategies work most effectively with our demographic.													
1.07	Cascade successful strategies from trials to staff	All staff	12/02/2027	Staff are skilled to implement oracy strategies within their classroom. Listenine walks.													
1.08																	
1.09																	
1.10																	

Incomplete

Partial

Complete



Priority 2: Beautiful Curriculum - To ensure all children have access to a balanced and inclusive Religion and Worldviews curriculum

Ref.	Description of Action	Person Responsible for Action	Target date for completion	KPI(s) or Description of Impact	Additional Comments	RAG Rating Autumn 1	RAG Commentary	RAG Rating Autumn 2	RAG Commentary	RAG Rating Spring 1	RAG Commentary	RAG Rating Spring 2	RAG Commentary	RAG Rating Summer 1	RAG Commentary	RAG Rating Summer 2	RAG Commentary
2.01	Shared understanding of what a Religion and Worldviews education is	All staff	18/12/2026	Teachers' confidence and knowledge of what a RWE curriculum is will have improved													
2.02	Develop a 2 year rolling programme for RWE	Helen Morley	23/07/2027	Curriculum coverage will be carefully mapped out to ensure that all children will access the full RWE curriculum													
2.03	Create termly medium term plans for each class based on new rolling programe	All staff	23/07/2027	Medium term plans will show clearly the questions of enquiry, concepts and knowledge that each class will cover													
2.04	Monitor the effectiveness of teaching and learning in RWE within lessons	Helen Morley	18/12/2026 and 23/07/2027	Teaching and learning in RWE will be good across the school if not better													
2.05	Ensure areas of development from formal lesson observations are acted upon	Helen Morley	23/07/2027	Teaching and learning in RWE will be good across the school if not better													
2.06	Termly CPD for staff to upskill knowledge and understanding of RWE	Helen Morley	23/07/2027	Teachers' confidence and knowledge of what a RWE curriculum is will have improved													
2.07	Track progress in RWE of all year groups including SEND and other vulnerable groups	Helen Morley	18/12/2026 25/03/2027 23/07/2027	Standards in RWE will rise with a greater proportion of children achieving the expected standard													
2.08																	
2.09																	
2.10																	

Incomplete

Partial

Complete



Priority 3

Ref .	Description of Action	Person Responsible for Action	Target date for completion	KPI(s) or Description of Impact	Additional Comments	RAG Rating Autumn 1	RAG Commentary	RAG Rating Autumn 2	RAG Commentary	RAG Rating Spring 1	RAG Commentary	RAG Rating Spring 2	RAG Commentary	RAG Rating Summer 1	RAG Commentary	RAG Rating Summer 2	RAG Commentary
1.01																	
1.02																	
1.03																	
1.04																	
1.05																	
1.06																	
1.07																	
1.08																	
1.09																	
1.10																	

- Incomplete
- Partial
- Complete

	RISK DESCRIPTION	IMPACT DESCRIPTION	IMPACT LEVEL	PROBABILITY LEVEL	PRIORITY LEVEL	MITIGATION NOTES	OWNER
Priority reference	Give a brief summary of the risk.	What will happen if the risk is not mitigated or eliminated?	Rate 1 (LOW) to 5 (HIGH)	Rate 1 (LOW) to 5 (HIGH)	Headteacher and LGB assessment rank 1 to 5, 1 being highest	What can be done to lower or eliminate the impact or probability?	Who's responsible?
1	School deficit budget	Reduced pupil numbers and potential damage to reputation	4	3	1	Increase Nursery income and reduce PAN longer term	Helen Morley
2	School facilities are not fit for purpose	Deterioration of school's mobile classrooms and lack of lower pupil numbers/damaged reputation/reduction in morale	3	3	2	Longer term plan for updating/maintenance of	Helen Morley
3	Concerning SIAMS outcome		2	2	3	Preparedness for SIAMS/QIP priority 2026/27	Helen Morley
4	Failure to meet quality improvement plan targets	Decrease in pupil outcomes	2	2	4	Regular monitoring of progress towards QIP objectives and data scrutiny	Local Governing Board
5							

Probability		Impact (financial and reputational)	
Very high	5	High reputational, financial impact will take more than one year to resolve	5
High	4	High reputational, financial impact resolveable within 1 year	4
Moderate	3	moderate reputational, financial impact can be contained within current budgets	3
Low	2	manageable reputational and financial impact	2
Very low	1	low reputational and financial impact	1

RISK REGISTER SCALE

PROBABILITY	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
IMPACT						

Probability		Impact (financial and	
Very high	5	High reputational, financial	5
High	4	High reputational, financial	4
Moderate	3	moderate reputational,	3
Low	2	manageable reputational and	2
Very low	1	low reputational and financial	1