



Diocese of Salisbury

Academy Trust

'Beyond expectations for all of God's children'



Southbroom
St James Academy

'We belong, we believe, we flourish'



Academy Improvement Plan 2025-2026



Southbroom St James Academy

Academy Improvement Plan 2025 – 26

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Our School Vision

'We belong, we believe, we flourish'

Our Biblical Foundation

Our school motto is **'We belong, we believe, we flourish'** and our underpinning verse is 'Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.' which is found in 1 Corinthians 16: 13-14.

We are all striving to grow because through growth we better **belong** and **believe** in ourselves, consequently we **flourish**. It is because of this that growth is rewarded in our school because we are constantly supporting each other to belong, to believe and to flourish.

Our Values



Friendship 'We help others to succeed.'

Trust 'We are honest and fair.'

Perseverance 'We embrace challenge.'

Forgiveness 'We are kind, polite and forgiving.'

Courage 'We embrace mental or moral strength.'

Respect 'We respect ourselves, each other and our school.'



Join Together

Aim High

Make The Most Of Learning

Everybody Is Shown Respect

Show our Values

DSAT 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.

Flourishing Children	Strong Communities	Thriving People	Digital Excellence
<ul style="list-style-type: none"> • We meet ambitious targets for educational outcomes - every child in our school is a fluent reader by the time they leave Year 6. • 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 co-curricular 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Our strategic marketing of the school attracts candidates of the highest calibre. • The impact of continuous professional learning is evident in pedagogy, practice and outcomes for children. • Coaching 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.

Academy Improvement Plan Summary

<p>Priority 1: Leadership and Management</p> <p>Success Criteria:</p> <p>1.1 Subject leaders communicate clear vision, execute development strategies, track progress effectively, and enhance learning outcomes with precise knowledge specification including effective planning. Maths SL confidence increased through Hub group support and collaborative leadership development.</p> <p>1.2 Implement reading curriculum and TLA (CPL) with systematic monitoring and evaluation.</p> <p>1.3 Ensure strategically planned CPL dovetails with tightly focused M&E schedule (Maths mastery / reading / writing and SEND).</p> <p>1.4 Improve quality first teaching (WalkThrus) with measurable classroom impact.</p> <p>1.5 Leadership of SLT (growing leaders) - develop capacity for sustainable improvement.</p> <p>1.6 Robust safeguarding practices with comprehensive protocols, detailed record-keeping demonstrating actions taken, and integrated safeguarding curriculum prioritising student welfare.</p> <p>1.7 Dynamic governing body partnerships enable effective evaluation and challenge of educational standards through meaningful collaboration aligned with Trust expectations.</p> <p>1.8 Strong home-school partnerships where families actively participate as collaborative partners in supporting pupils' educational journey and academic success.</p> <p>1.9 Enhanced Teaching Assistant development ensures skills for learning enthusiasm, effective guided mathematics practice, and positive attitudes for all students.</p>	<p>Priority 2: Quality of Education</p> <p>Success criteria:</p> <p>2.1 All pupils make expected progress across subjects and those off track or starting at lower starting points catch up against the deficit (i.e. the gap is narrowed).</p> <p>2.1a – Maths: Year 6 mathematics results meet national average through mastery lesson design and guided practice. Maths results across Thrive schools are at least in line with national average. Any gap in NTS test and TA is narrowed/eradicated.</p> <p>2.1b – Reading: The implemented reading curriculum and teaching leads to improved outcomes for early readers including catch up phonics leading to age-related expectations by Y3.</p> <p>2.1c – Writing: Improved planning of writing linked to whole school progression and content maps leads to enhanced writing outcomes across all year groups.</p> <p>2.2 Pupils requiring foundational support receive immediate, targeted interventions including Writing Deficit Model producing measurable progress and reduced attainment disparities.</p> <p>2.3 Teaching staff deliver mastery-based instruction with explicit modelling, visual representations, guided practice and responsive teaching enabling pupil articulation of understanding.]</p> <p>2.4 Structured support systems promote independence while SEND pupils receive tailored feedback advancing reading fluency and accessing the same ambitious curriculum. Strategic actions reflect EEF SEND guidance.</p> <p>2.5 Comprehensive curriculum maps and quality teaching ensures precise knowledge specification in wider subjects, enabling pupils to gain depth comparable to core subjects.</p> <p>2.6 Comprehensive reading curriculum implementation ensures systematic phonics intervention for KS2 pupils requiring foundational support, accelerated fluency development across all year groups, and explicit comprehension strategy instruction enabling pupils to access complex texts independently.</p>
<p>Priority 3: Behaviour and Attitudes</p> <p>Success Criteria:</p> <p>3.1 Behaviour curriculum (policy) rooted in Christian values and 'St James' Way' creates positive school environment with decreased incidents and improved atmosphere. All staff and children know and show what is expected of them.</p> <p>3.2 Pupils consistently demonstrate expected behaviours across all year groups through effective delivery of behaviour curriculum in every classroom setting.</p> <p>3.3 Achieve attendance rates meeting national standards (97%) with targeted intervention for disadvantaged pupils and systematic reduction of chronic absenteeism.</p> <p>3.4 Consistent, high-standard learning routines throughout school foster exemplary student conduct maximising academic achievement, particularly during mathematics guided practice. WalkThrus embedded.</p> <p>3.5 Targeted pastoral support through 'Ark' and 'Lighthouse' safe spaces effectively meets complex behavioural, social, emotional and mental health requirements.</p>	<p>Priority 4: Personal Development</p> <p>Success criteria:</p> <p>4.1 Strategically planned enrichment and cultural capital programme, linked to curriculum, delivers diverse, meaningful experiences broadening children's horizons and enhancing their educational journey. Those pupils from disadvantage benefit.</p> <p>4.2 Dedicated teaching of equality and diversity enables children to demonstrate respect, understanding and appreciation for all school community members.</p> <p>4.3 Students understand and embody British Values through 'St James' Way' and Christian ethos, consistently demonstrating these principles in daily interactions.</p> <p>4.4 Exceptional spiritual development opportunities provide pupils with meaningful experiences and resources to explore, reflect upon and nurture personal spirituality.</p> <p>4.5 Church School Flourishing initiatives through enhanced chaplaincy embody Christian values, develop character and promote holistic growth enabling community contribution.</p> <p>4.6 Comprehensive online safety curriculum using Project Evolve materials ensures pupils articulate threats and actions to stay safe, making responsible decisions.</p>