

The background image shows Stelling Minnis CE Primary School, a brick building with a prominent clock tower. The sky is blue with some clouds, and green leaves from a tree are visible in the upper left corner. A metal fence is in the foreground.

Stelling Minnis CE Primary School School Improvement Plan Overview of Objectives 2025-2026- Reviewed

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.

A yellow rectangular sign with black text and logos. It features the school's name, its motto, and contact information.

Stelling Minnis CEP School
EARLY YEARS, BEHAVIOUR & ATTITUDES
"Making Shining Stars"
OUR VALUES ARE LOVE, RESPECT AND PERSEVERANCE
Contact us on 01227 709218
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Stelling Minnis CE Primary School

SIP Objectives for 2025/2026- Outcome Snapshot

Key Areas Under Ofsted Framework	Target	Outcome/ Review
Safeguarding	1. Maintain a culture of strong, positive safeguarding across school.	Positive Safeguarding Audit completed Previous implemented procedures embedded Children reported felling safe in school
Inclusion	2. To ensure all pupils—regardless of background, ability, or need—fully participate, feel valued, and make progress in a safe, inclusive school environment	Rapid progress of pupils, excellent phonics results, strategic SEND Coordinator employed. Increased engagement with external agencies
Curriculum & Teaching	3. Embed consistent Principles of Teaching and Learning to ensure cohesion and progression across all areas of the curriculum. 4. Develop and embed a cohesive CPD programme to upskill all staff and support continuous professional development	Consistent Induction of all new staff has increased confidence to deliver Stelling Minnis Curriculum Principles of Teaching & Learning document refined and shared Increased monitoring has ensured a consistent, Stelling Minnis Approach. Above National outcomes for GLD, Phonics and KS2 Data
Achievement	5. Implement a robust tracking system to closely monitor pupil progress, inform teaching, and narrow gaps in attainment.	Insight CPD and pupil progress meetings has enabled gaps to be reduced in attainment and a rapid increase in progress. Above National outcomes for GLD, Phonics and KS2 Data
Attendance and Behaviour	6. To raise pupils’ expectations, challenge, and engagement in learning.	Monitoring has demonstrated increased engagement from pupils and excellent behaviour/ attitudes to learning
Personal Development & Wellbeing	7. To develop a programme of school enrichment, wider learning opportunities and opportunities for courageous advocacy	Increased Opportunities to shine has benefitted all pupils with clubs, visits and visitors as well as community led events. Use of Insight and Leuven Scales implemented for staff to track wellbeing. ELSA qualified and implemented.
Early Years	8. To ensure all children achieve a Good Level of Development (GLD) by the end of Reception, with a strong foundation in communication and language, early reading, and self-regulation,	Above National figures in GLD. 86% Strong Foundations Lead implemented with positive impact on transition
Leadership & Governance	9. Ensure full embedding of the next steps for school development through a robust and systematic monitoring programme, led by governors and school leaders. 10. Strengthen the role of Subject Leaders for core subjects and establish a collaborative and consistent approach to monitoring the foundation curriculum	Clear strategic improvement with clear next steps as a result of robust monitoring systems Core Subject development enhanced with above national attainment in Phonics, GLD and Ks2 Data