



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Cranborne
CE First School



Academy Improvement Plan 2026-2027

Our School Vision

Our Biblical Foundation

Our school motto is '*Love, Learn, Fly*' and our underpinning verse is '*Do Everything in Love*' which is found in 1 Corinthians 16:14. This is taken from the letter the Apostle Paul wrote to the church in Corinth where he gave instructions for living God's way. In the last few lines of his letter, Paul reminds us that all our actions, however big or small should be an expression of our love for others.

Our Values

Love

Through our value of love, we encourage our children to love one another as God loves us. By practising forgiveness and reconciliation, we enable all to live well together and to flourish.

'A new command I give you: Love one another. As I have loved you, so you must love one another.' John 13:34

Wisdom

The Bible talks of wisdom as a gift from God. We teach our children that wisdom is not just about how intelligent someone is; it is about knowing right from wrong, remembering past experiences and learning from them, making the right choices, even in challenging situations and being prepared to listen to the advice of others.

'If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you.' James 1:5

Hope

Hope is revealed through the life, death and resurrection of Jesus. This inspires us as we equip our children with the skills, passion and resilience, to achieve goals, giving them confidence as they 'fly' from Cranborne First School and journey through life.

'And so, Lord, where do I put my hope? My hope is in you.' Psalm 39:7

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 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.

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 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.

← Long-term Strategic Goals →

Academy Improvement Plan 2026-2027

Priority 1: Leadership and Governance (including safeguarding)	Priority 2: Curriculum, Teaching and Inclusion (including achievement)
Success Criteria: 1.1 Leaders at all levels are actively accountable for the monitoring and progress made in their areas of responsibility leading to children achieving well above national data outcomes. New Leaders to our school are supported and mentored into their new roles. 1.2 A shared systematic approach is embedded in all foundation subjects ensuring a consistent approach to unit design and assessment. 1.3 The capacity of the ASEC is strengthened to ensure momentum and stability as we plan for the future.	Success Criteria: 2.1 Curriculum implementation in core subjects is consistent across the school. This included fidelity to vehicles, diagnostic assessments and responsive teaching. These mechanisms enable all children to make accelerated progress with attainment well above national data outcome for EYFS, PSC, end of KS1 and MTC. 2.2 The defined hub universal offer (including our approach to enabling environments, positive relationships and effective pedagogy) is defined and embedded in all classrooms, resulting in visible consistencies in every classroom.
Priority 3: Early Years	Priority 4: Behaviour and Attendance
Success Criteria: 3.1 All children, regardless of their starting points, are secure in all prime areas and purposeful and responsive provision in early years leads to significantly higher outcomes compared to national and contextual for GLD. 3.2 The core component map for early years is understood and fully enacted, with a particular focus on vocabulary acquisition for all children through direct teaching and high-quality interactions.	Success Criteria: 4.1 The behaviour curriculum is fully embedded (both universal and a targeted approach). Monitoring and evaluation of behaviour reporting leads to refined strategies and specific, targeted interventions which then reduce the number of recorded incidents. All staff use agreed vocabulary and approaches as stated in the behaviour curriculum. 4.2 Attendance for all pupils is 95%+. Persistent absence is below the national average for all groups and when individual attendance falls below 95% there is evidence of improvement over the year.
Priority 5 – Personal Development and Well-Being	
Success Criteria: 5.1 Children will have a greater understanding of ‘Life Beyond Dorset’ and a deeper understanding of ‘World Views’ 5.2 Our enrichment curriculum promotes the personal and character development of the children and aligns with our values of love, wisdom and hope. 5.3 Our successful model of pupil leadership is further refined with children acting as positive role models and ambassadors for others.	