Chess Valley Trust
A primary learning community

CHESS VALLEY PRIMARY LEARNING TRUST VISION AND VALUES

COLLABORATION AND COMMUNITY – HOPE - EXCELLENCE AND EQUITY - SERVICE, SUCCESS AND SUSTAINABILITY

School Improvement Planning

School: Christ Church Chorleywood C of E School
Academic year: 2026-27
School Values: Love, Joy Trust, Peace, Patience, Kindness, Goodness, Faithfulness & Self-Control

CHRIST CHURCH CHORLEYWOOD C OF E SCHOOL SELF-EVALUATION SUMMARY 2026
Overall position: Christ Church Chorleywood is an inclusive, ambitious and nurturing school where pupils are known, valued and supported to flourish. The Christian vision, "*What we nurture today, flourishes tomorrow,*" underpins the curriculum, relationships, wellbeing and strategic priorities.

SAFEGUARDING
Strengths: Safeguarding is embedded and statutory requirements are fully met. Pupils feel safe and cared for; staff training is current; the SCR is compliant; and strong partnership working supports vulnerable pupils and families.
Next step: Strengthen early intervention, family support and monitoring of emerging wellbeing and mental health needs.

INCLUSION
Strengths: Highly inclusive provision, strong family relationships and effective early identification and intervention for pupils facing barriers to learning. Pupils recognise and celebrate difference.
Next step: Strengthen monitoring of outcomes and participation for disadvantaged pupils and pupils with SEND, ensuring barriers are identified and addressed promptly.

CURRICULUM, TEACHING & ACHIEVEMENT
Strengths: Broad, ambitious and well-sequenced curriculum with strong implementation. Outcomes remain significantly above national averages: Reading 89%, Writing 80%, Mathematics 93%, combined RWM 78% and GPS 91%. Year 1 phonics reached 100%; Year 2 cumulative phonics 94%; Year 4 MTC 80%; EYFS GLD 76%. External moderation validated KS2 writing judgements.
Next steps: Greater focus on the progress and achievement of PPG/disadvantaged children. Increase independent and extended writing and Greater Depth outcomes, particularly in reading and writing; continue to embed Insight Tracking and sustain phonics improvements.
ATTENDANCE & BEHAVIOUR
Strengths: Attendance is 96.4%, above the national average of 94.8%; persistent absence has reduced from 10.9% to 7.7%. Behaviour is strong, incidents are low and pupils feel safe, valued and listened to.

Next steps: Further reduce persistent absence among disadvantaged pupils; evaluate lunchtime provision and Play Rangers; strengthen pupil leadership and peer support.

PERSONAL DEVELOPMENT & WELLBEING
Strengths: Enrichment opportunities develops pupils' personal growth and cultural capital. Pupils benefit from residentials, sailing, sport, productions, author visits, library projects and community activities and demonstrate empathy, pride, gratitude and belonging.
Priority: Strengthen personal development as an entitlement for every pupil through:

- Three enrichment/educational visits per class each year – one per term.
- A broad programme of free school-run clubs.
- Systematic tracking of participation, specifically monitoring Pupil Premium/disadvantaged pupils and pupils with SEND, with action taken where gaps or barriers are identified.
- Completion and regular use of the outdoor wellbeing space.
- Increased opportunities for pupil voice, leadership, service and community involvement.
- Termly evaluation of participation and impact.
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EARLY YEARS
Strengths: Warm, nurturing and inclusive provision with strong communication, language, early reading and mathematics. 76% GLD and average of 16 ELGs achieved.
Next step: Strengthen outdoor opportunities and sustain improvements in early literacy and language.
LEADERSHIP & GOVERNANCE
Strengths: Values-driven leadership, accurate self-evaluation, strengthened distributed leadership, strong staff wellbeing and effective professional development.
Next steps: Continue developing middle leaders' monitoring and evaluation skills, leadership capacity and support for increasingly complex SEND and pastoral needs.

CCS WHOLE-SCHOOL PRIORITIES 2026–27
Inclusion – Remove barriers and strengthen outcomes and participation for disadvantaged pupils and pupils with SEND.
Achievement – Increase Greater Depth and strengthen independent and extended writing.
Attendance – Further reduce persistent absence, particularly for disadvantaged pupils.
Personal Development & Wellbeing – Deliver termly class enrichment visits, free clubs, pupil leadership/service opportunities and regular outdoor wellbeing provision, with participation and impact tracked.
Leadership – Strengthen middle-leader monitoring, evaluation and impact.
Early Years – Sustain improved outcomes and strengthen outdoor reflection and wellbeing.
Safeguarding – Maintain strong safeguarding and strengthen early intervention.

STRATEGIC PRIORITIES OF THE TRUST THIS YEAR 2026/7

- **Priority 1: Alignment with Trust and School Priorities**

All staff will actively support the delivery of the Trust and School Strategic Plans, with a clear understanding of and ability to articulate their individual contribution and impact, particularly in improving outcomes and opportunities for the most disadvantaged pupils.

- **Priority 2: Impact**

High quality and high impact provision for pupils who are most disadvantaged including SEND/PP

- **Priority 3: Digital Infrastructure and Technology Transformation**

To modernise and enhance the MAT's digital infrastructure through the planned renewal and upgrading of hardware, software and systems, ensuring that all schools have access to reliable, secure and fit-for-purpose technology that supports effective teaching, learning and operational efficiency. School fundraising will be integral to the success criteria of this priority.

- **Priority 4: Financial Sustainability:**

To secure the long-term financial sustainability and resilience of the MAT through robust financial management, effective resource allocation and strategic investment, ensuring that all schools operate within sustainable budgets while maximising the impact of every pound spent on improving educational outcomes and opportunities for all pupils.

- **Priority 5: Strong Governance**

To strengthen governance across the MAT through clear accountability, effective challenge and robust oversight, ensuring that trustees, local advisory boards and leaders work collaboratively to uphold the Trust's vision, drive continuous improvement and secure the best possible outcomes for all pupils, particularly the most disadvantaged.

CCS Strategic Priorities

Target 1:
Improve the attainment and progress of Pupil Premium pupils in writing so that the gap between Pupil Premium and non-Pupil Premium pupils is reduced and an increased proportion achieve age-related expectations.

Target 2:
Implement and embed the school's Inclusion Strategy to ensure that barriers to learning are identified early and individualised support is provided to enable all pupils, particularly those with additional needs, to access and engage successfully with learning within the classroom environment.

Target 3:
Further develop the school's Personal Development provision to ensure that all pupils have access to a broad range of opportunities that promote wellbeing, enrichment, confidence, character and positive relationships, including the completion and effective use of enhanced outdoor spaces.

Area of development	Person responsible in this school and what type of priority e.g. IDSR led, Trust led, school led	Timeline and actions	Costings	Where costs are assigned including training?	Mid-year review brief summary of impact with focus on disadvantaged	Mid-year review brief summary of impact with focus on disadvantaged
Target 1: Improve the attainment and progress of Pupil Premium pupils in writing so that the gap between Pupil Premium and non-Pupil Premium pupils is re-	**IDSR Led** Person Responsible: HT, PPG lead English Lead	• Analyse writing data to identify gaps and individual barriers. • Provide targeted writing intervention and additional support where required.	Wellcomm Assessment Literacy Gold subscription Nelson Handwriting Scheme	**Item** / **Estimated Cost** Well-Comm Primary Toolkit / £625 - £750		

duced and an increased proportion achieve age-related expectations.		• Ensure disadvantaged pupils have regular opportunities for vocabulary development, extended writing and purposeful application of skills. • Monitor the quality and impact of provision through book scrutiny, learning walks and pupil voice. • Share effective strategies and provide professional development for staff.	Spelling Shed subscription	Literacy Gold £900 - £1,100 Nelson Handwriting £288 Spelling Shed (210 pupils) £888 **Total Year 1 Cost £2,701 - £3,026** **Ongoing Annual Cost (excluding Well-Comm one-off purchase) £2,076 - £2,401**		
Target 2: Implement and embed the school's Inclusion Strategy to ensure that barriers to learning are identified early and individualised support is provided to enable all pupils, particularly those with additional needs, to access and engage successfully with learning within the classroom environment.	• **IDSR Led** • **Trust Strategic Priority** Person Responsible: Head, SENDco, Class teachers	• Audit current inclusion practice and identify priorities for improvement. • Use pupil profiles, assessment information, observations and pupil voice to identify specific barriers for individual pupils. • Develop clear, practical strategies and reasonable adjustments for identified barriers, ensuring these are embedded within everyday classroom practice. • Provide staff training and coaching on adaptive	Inclusion Strategy Grant Training will predominantly be in house and peer review. Weekly SaLT support from external provider – cost to be investigated			

		teaching, inclusive practice and removing barriers to learning. • Establish a consistent system for recording, sharing and reviewing individual pupil needs and strategies. • Monitor the implementation and impact of the Inclusion Strategy through learning walks, book scrutiny, pupil voice and progress data. • Review provision regularly with teachers, SENDCo, pupils and parents/carers and adapt support in response to evidence of impact.				
Target 3: To strengthen and broaden pupils' personal development through a high-quality programme of enrichment opportunities, including educational visits, school-run free clubs and access to the completed outdoor wellbeing space, ensuring that all pupils—particularly disadvantaged pupils—have equitable opportunities to develop confidence, independence, resilience, social	Class teachers are responsible for the consideration, planning and costing of school trips and enrichment alongside the school business manager. Class teachers to oversee feedback on enrichment opportunities.	**Key Actions** **Autumn Term** • Audit current enrichment, club and educational visit provision and identify gaps in participation. • Establish an annual programme ensuring one enrichment visit per class per term**.** • Develop and maintain a programme of free school-run clubs**,** ensuring a broad range of interests and experiences are represented.	See appendix A for breakdown of trip costings Weekly Play Ranger lunchtime sessions for Year 1-6 on rotation – approx.. £1500 per term Weekly Play Ranger led forest school			

skills and emotional wellbeing.	SLT to oversee monitoring attendance and pupil engagement.	• Introduce a consistent system for recording and monitoring club attendance, with Pupil Premium/disadvantaged pupils identified within participation data. **Spring Term:** • Review participation data termly to identify pupils who are underrepresented and implement targeted approaches to remove barriers to participation. • Complete and resource the school's outdoor wellbeing space and establish a timetable for regular use. **Termly:** • Gather pupil voice regarding visits, clubs and the wellbeing space and use findings to shape future provision. **End of the year:** • Report on participation and impact through the school's personal development monitoring and evaluation cycle.	sessions for an identified disadvantaged group – approx. £50 per week Enhancement of resources available for gardening club enrichment Completion of Phase 1 playground project to include the addition of a swing/swings, barked areas, a digging pit, den building resources and other enhancements making use of remaining PSA funding from 2025/6 + the £12,500 Three Peaks Challenge fundraiser			
Digital Infrastructure and Technology Transformation To modernise and enhance the MAT's digital infrastructure	Computing Lead, working with Con Ed	**Autumn Term** Purchase NAS and Cloud Backup subscription to secure Google data.	Costs to be provided by Con-Ed	PSA for replacement for aging devices to include Chromebooks, iPads, and projectors/whiteboards	Mid-year review	End year review

through the planned renewal and upgrading of hardware, software and systems, ensuring that all schools have access to reliable, secure and fit-for-purpose technology that supports effective teaching, learning and operational efficiency. School fundraising will be integral to the success criteria of this priority.		Enable Multi-Factor Authentication (MFA) for all staff accounts for cyber security. Replacement server for risk mitigation Replacement for Library and Hall PCs Review Guest Wifi security by implementing VLAN technology Begin the procurement process to replace the aging devices to include Chromebooks, iPads, and projectors/whiteboards Purchase of identified devices using money that has been raised by PSA in Autumn term **Ongoing:** Complete migration to the cloud.		Server and NAS and Cloud Backup subscription to secure Google data.		

CCS SIP Targets with Key Actions and Success Criteria

Target 1:
Improve the attainment and progress of Pupil Premium pupils in writing so that the gap between Pupil Premium and non-Pupil Premium pupils is reduced and an increased proportion achieve age-related expectations.

Key Actions:

- Analyse writing data to identify gaps and individual barriers.
- Provide targeted writing intervention and additional support where required.
- Ensure disadvantaged pupils have regular opportunities for vocabulary development, extended writing and purposeful application of skills.
- Monitor the quality and impact of provision through book scrutiny, learning walks and pupil voice.
- Share effective strategies and provide professional development for staff.

Success criteria:

- Pupil Premium pupils make strong and sustained progress in writing across the academic year.
- The proportion of Pupil Premium pupils achieving age-related expectations increases.
- Teachers accurately identify and address individual barriers to writing through targeted provision.
- High-quality writing teaching, feedback and intervention are consistently implemented across the school.
- Progress is regularly monitored through pupil progress meetings and books are used to evaluate impact.

Target 2:
Implement and embed the school's Inclusion Strategy to ensure that barriers to learning are identified early and individualised support is provided to enable all pupils, particularly those with additional needs, to access and engage successfully with learning within the classroom environment.

Key Actions:

- Audit current inclusion practice and identify priorities for improvement.
- Use pupil profiles, assessment information, observations and pupil voice to identify specific barriers for individual pupils.
- Develop clear, practical strategies and reasonable adjustments for identified barriers, ensuring these are embedded within everyday classroom practice.
- Provide staff training and coaching on adaptive teaching, inclusive practice and removing barriers to learning.
- Establish a consistent system for recording, sharing and reviewing individual pupil needs and strategies.
- Monitor the implementation and impact of the Inclusion Strategy through learning walks, book scrutiny, pupil voice and progress data.
- Review provision regularly with teachers, SENDCo, pupils and parents/carers and adapt support in response to evidence of impact.

Success Criteria:

- Specific barriers to learning are identified for individual pupils and clearly recorded.
- Teachers use the identified barriers to inform adaptive teaching and classroom provision.
- Appropriate strategies and reasonable adjustments are consistently implemented and reviewed.
- Pupil progress, engagement and inclusion are regularly monitored to evaluate the impact of support.
- Staff demonstrate increased confidence in identifying and removing barriers to learning.
- Parents/carers and pupils are involved where appropriate in identifying needs and reviewing support.

Target 3:
Further develop the school's Personal Development provision to ensure that all pupils have access to a broad range of opportunities that promote wellbeing, enrichment, confidence, character and positive relationships, including the completion and effective use of enhanced outdoor spaces.

Key Actions:

- Complete the development and resourcing of outdoor spaces, including designated areas for wellbeing, enrichment, inclusion and reflection.
- Develop a clear programme for the use of outdoor spaces across all year groups.

- Expand enrichment opportunities, including clubs, leadership opportunities, gardening, sport, creativity and outdoor learning.
- Ensure disadvantaged pupils and pupils with SEND are prioritised in accessing enrichment opportunities.
- Gather pupil voice to identify interests and evaluate the impact of provision.
- Monitor participation and evaluate the impact of Personal Development opportunities as part of the school's self-evaluation cycle.

Success Criteria:

- Outdoor spaces are fully developed and provide purposeful opportunities for wellbeing, enrichment and inclusion.
- All pupils have regular opportunities to access and benefit from the enhanced outdoor provision.
- A broad programme of enrichment activities develops pupils' interests, skills, confidence and aspirations.
- Pupil voice demonstrates increased engagement with enrichment and wellbeing opportunities.
- Provision is particularly responsive to the needs of disadvantaged pupils and pupils with SEND.
- The impact of Personal Development provision is monitored and evaluated through pupil voice, participation and staff feedback.

Appendix A

Whole School Overview Trips & Events 2026-27

	Autumn 2026	Spring 2027	Summer 2027
EYFS **Lots of opportunities on the common, nature, bird watching etc**	**Trip or event:** Visit to Church, Walk to the Post Box, Autumn Walk on the Common **Approximate cost:** £0 **Transport:** n/a	**Trip or event:** Bus Trip to Rickmansworth **Approximate cost:** £1 **Transport:** Using the local bus, children free, cost to cover the adults helping.	**Trip or event:** Hertfordshire Zoo **Approximate cost:** £35-40 **Transport:** coach **Trip or event:** Rangers Minibeast Hunt **Approximate cost:** £0 **Transport:** n/a
Other curriculum enrichment opportunities	Both: Vegetable exploring,Parent talk Diwali, Diwali dancing workshop, sparklers, mince pie making R: Talk and toast, soup making, baby visit, biscuit baking, mince pie making, Christingle making, church service	Both: Chinese New Year parents talk, noodle eating, Easter crafts, Easter baking Family groups: Love Day	Both: Sports week, playball, CCYFC, JK Ballet sessions R: Noah's Ark session, Church visit: Baptism learning
Year 1	**Trip or event:** Use of common - art & geography **Approximate cost:** £0 **Transport:** n/a	**Trip or event:** NHM Tring **Approximate cost:** £10-£15 **Transport:** minibus & parents	**Trip or event:** Mountfitchet Castle **Approximate cost:** £35-£40 **Transport:** coach
Other curriculum enrichment opportunities	Harvesting school grown vegetables Vegetable tasting Common walk (Exploring signs of Autumn for poetry & route planning for Geog) Play leaders with Y5 Christmas craft (cork decorations) Church visit (Re topic: prayer) Autumn Art (forest school) Christingle making Family groups: Remembrance stones & Christingle making	Winter fieldwork on the common Family groups: Love Day	Common walk (Exploring signs of Spring) Planting in school garden WST RE lesson Science: fieldwork investigating plants Clay work in art Sewing (felt money bags) Maths cafe Baking for Maths cafe Medieval banquet
Year 2	**Trip or event:** Firebrigade visit **Approximate cost:** £0	**Trip or event:** Space Workshop **Approximate cost:** £10	**Trip or event:** Street Art Workshop **Approximate cost:** £22-£27

	Transport: N/A	**Transport:** N/A	**Transport:** N/A
Other curriculum enrichment opportunities	Planting bulbs Making fire engines Christmas baking Common walk	Planting seeds Nature sculptures Esio trot film in class Space DT project Common walk Family groups: Love Day	Mexican heritage day - dancing + food making Portrait painting Harvesting plants School shop set up (money) Common walk + picnic
Year 3	**Trip or event:** Forest School morning **Approximate cost:** £0 **Transport:** n/a	**Trip or event:** Woodoaks Farm - Rocks & Soils **Approximate cost:** £10-£15 **Transport:** minibus & parents	**Trip or event:** Celtic Harmony **Approximate cost:** £35-£40 **Transport:** coach
Other curriculum enrichment opportunities	Chutney making activity Sports partnership lesson WST visit	Restore hope visitor Family groups: Love Day	Athletics tournament SCD Sports week Sewa day with Y4
Year 4	**Trip or event:** St Albans Cathedral **Approximate cost:** £10 **Transport:** Parents	**Trip or event:** Dance Festival + rehearsal **Approximate cost:** Free **Transport:** Minibus/parents	**Trip or event:** Greenwich Maritime Museum **Approximate cost:** £3.50 workshop plus transport **Transport:**
Other curriculum enrichment opportunities	Romans day in school WOW walks on the Common in RE Harvest Service in church Exploring Diwali/creating a Ramayana short film Parliament Week Making and delivering Christmas cards for local care homes	Family groups: Love Day	Sewa day/selfless service
Year 5	**Trip or event:** Woodrow **Approximate cost:** £250 **Transport:** Parents	**Trip or event:** (December?) Woodoaks (DT) **Approximate cost: £25?** **Transport:** Minibus	**Trip or event:** River Chess (Geography) **Approximate cost:** 0 **Transport:** Walk
Other curriculum enrichment opportunities	sewing Xmas craft Playleaders training PE trip multi sports SCD Sports leaders for PE lessons WDT RE lesson	Easter service Baking hot cross buns Lead picture news assemblies World Book Day trip to library Tag rugby festival Family groups: Love Day	forest school with common rangers Rounders tournament Sewing squidget
Year 6	**Trip or event:** Chorleywood walk - History & Geography **Approximate cost:** Free	**Trip or event:** SCD Production **Approximate cost:** Free	**Trip or event:** Skern **Approximate cost:** £600

	Transport: Walk	**Transport:** Walk	**Transport:** Coach
Other curriculum enrichment opportunities	Remembrance Service, Christingle Service, Christingle making, Christmas craft, WST RE lesson, expert by experience talk, sewing christmas cards	Athletics competition SCD Origami making Family groups: Love Day	Citizenship Challenge, Leavers' Service, Sports Week, End of Year Production, pizza making