

Croxteth
Commun
Primary
School

● ●
2025/2026
STRATEGY

*Ubuntu 2025: Thriving Learners,
Stronger Communities, Shared
Purpose*

Why do we exist?

To ensure that EACH AND EVERY CHILD regardless of their background or circumstance reaches their potential and leaves us ready for the next stage of their life.

What do we do?

At the Rainbow, we flourish together as we listen, learn, lead, lift and love.



How will we succeed?

At the Rainbow Education Multi-Academy Trust, our five guiding principles shape everything we do. People first reminds us that relationships and wellbeing are the foundation of strong schools. We strive to be better every day, embracing a culture of learning, reflection and improvement. With children at the centre, every decision is made through the lens of what's best for each and every child. We believe we are stronger together – collaboration and collective expertise drive excellence. And we operate with a no excuses mindset, holding ourselves accountable for breaking down barriers and ensuring that all children succeed, whatever their starting point.



People First



Better Everyday



**Children at the
Centre**



Stronger Together



No Excuses

How do we behave?

We have the highest expectations of ourselves and others – **Excellence.**

We are kind and honest – **Friendship and Trust.**

We are always learning – **Wisdom.**

We keep going even when things are tough – **Endurance.**



Rainbow
Education
MULTI
ACADEMY
TRUST



What is most important right now?

Priority :

To promote equity by empowering vulnerable pupils to achieve ambitious outcomes alongside their peers, equipping them with the confidence, skills, and knowledge needed to thrive in the next stage of their lives.



Why is this important?

Priority:

- We serve a community with a high percentage of vulnerable children, necessitating robust support.
- It's crucial to strengthen our community links and 'Team Around the Child' (TAC) approach to provide comprehensive support.
- We aim to close attainment gaps, as our 2024 data shows a 50% difference in R/W/M SEND attainment SEND and non SEND Pupils, and a 15% difference in R/W/M PP attainment between PP and non-PP pupils
- This work is vital for fostering enhanced well-being, self belief and confidence among our students.
- It allows us to respond effectively to local needs, including the high rates of domestic violence, exploitation, and poor parental mental health in Croxteth, and truly maximise individual potential.
- By addressing these disparities, we aim to break cycles of disadvantage.
- Our efforts ensure preparation for future success for all pupils.
- We recognise the gaps between attendance groups, with vulnerable pupil attendance currently at 1.2% lower than whole school attendances, and are committed to improving this.
- Ultimately, our priority will contribute to a more inclusive, cohesive, and socially just community.
- We are committed to delivering an ambitious curriculum that needs adapting for individual children to meet diverse needs.
- This will equip pupils with the essential skills and knowledge needed for success in the next stage of their lives.
- We also acknowledge the high level of safeguarding needs across the school.
- Our work will support positive transitions for all, especially since data shows some children find the transition from Year 6 to Year 7 difficult, often resulting in a negative experience.



Key Enablers

Outstanding Practice and Curriculum Design

Ensuring high-quality, accessible, and ambitious teaching and learning for all pupils, by strategically developing our curriculum design, embedding highly effective adaptive teaching practices, and providing continuous, high-quality CPD, to ensure it is both challenging and inclusive, building sequentially on prior knowledge and offering rich, diverse learning experiences.

Ensuring Inclusive Excellence

Investing in high-impact SEND provision through continuous, high-quality CPD and deeply personalised learning approaches, to ensure all children acquire the essential skills and knowledge needed to thrive. We will develop staff expertise in identifying specific learning barriers, implementing sensory-friendly environments, and fostering communication for pupils with diverse needs.

The priorities within our strategic plan are driven and supported by a set of core enablers. Each enabler has a focused action plan, owned by our leadership team, with regular monitoring and review against clear progress measures and KPIs—ensuring we stay on track and deliver meaningful impact across our trust.



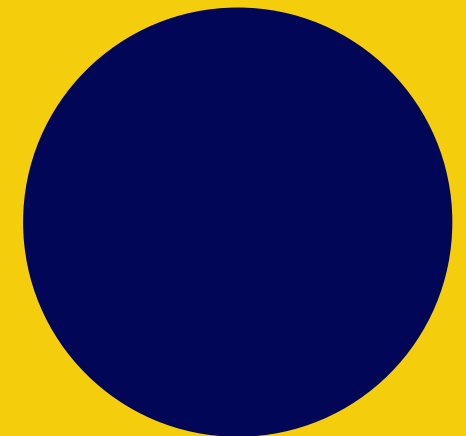
Key Enablers

Developing the Whole Child

Create a nurturing and inclusive school environment that prioritises social, emotional, and physical development, through a broad and balanced curriculum, high-quality pastoral support, enrichment, pupil leadership and opportunities for personal growth and character education

Enhancing Community Connections

Strengthen the vital links between our school, families, and the wider community. To foster a collaborative environment where parents feel fully supported and empowered to engage in their children's education, recognising their crucial role in learning and development. By building these strong partnerships and providing avenues for active participation, we will not only enrich the school experience but also cultivate responsible, engaged, and empathetic young people ready to become good citizens within our local and global communities.



Measuring our Success:

Our success in promoting equity for vulnerable pupils will be evident when attainment and progress data for all vulnerable groups consistently aligns with or exceeds that of their non-vulnerable peers across all key stages and subjects. We will see a significant reduction in achievement gaps, supported by improved attendance data for vulnerable pupils. Furthermore, qualitative evidence will demonstrate increased confidence, heightened engagement in learning, and a clear readiness for the next stage of education among these pupils, reflected in pupil voice, parent feedback, and successful transitions. We judge ourselves not only by overall outcomes, but by how well each and every child is supported to thrive, especially our most vulnerable learners.



Priority: To promote equity by empowering vulnerable pupils to achieve ambitious outcomes alongside their peers, equipping them with the confidence, skills, and knowledge needed to thrive in the next stage of their lives.

Measuring Success Against Priorities

- Improved outcomes for vulnerable pupils across all key stages (attendance, progress, attainment, engagement and secondary readiness)
- Evidence of curriculum adaptation and accessibility across school
- Increased % of children achieving a Good Level of Development
- Narrowing of attainment and progress gaps between vulnerable pupils and their peers
- Improved confidence and self-belief expressed through pupil voice
- Improved attendance and reduced persistent absence among vulnerable groups
- Positive transition data (e.g. successful move to secondary school, fewer transition concerns reported by staff or families)
- Improved feedback from parents/carers of vulnerable pupils, indicating they feel their child is supported and making progress
- Evidence of personalised interventions and adaptive teaching in planning and practice.
- Increased staff confidence in identifying and meeting the diverse needs of vulnerable pupils
- External validation through inspection outcomes and peer reviews highlighting inclusive practice

Live List:

- Staff and Pupil Well Being
- Attendance
- Behaviour / Exclusions
- Quality of Teaching and Learning
- SEND
- Safeguarding
- Staff Absence
- Wider experiences for children
- Listening to all stakeholders
- Staffing strengths and development
- Use of technology/Pedtech
- Pupil Premium

- Communication
- Cyber Security
- Sustainability
- AI
- Health and Safety Compliance
- Website Compliance
- Marketing and Reputation
- Catering
- Family Support
- School Readiness
- CPD
- Screen time reduction/E-Safety
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Linked Documents:

