

School priorities for 2026 to 2027

Inclusion

- Review and strengthen current inclusion provision through a whole-school audit, leading to the development and implementation of an effective Inclusion Strategy by December 2026
- Children experience high quality adaptive teaching with curriculum designed for all learners

Curriculum and Teaching

- Embed the consistent use of the *Fixing Full Stops* approach across the school to improve writing standards and build pupils' confidence, enabling them to meet age-related expectations.
- Ensure that every maths lesson is adapted to enable the pupils to reason and build their understanding from previous learning, by carefully selecting examples, representations and models to expose the structure of mathematical concepts and emphasise connections
- Ensure high expectations for presentation by embedding consistent implementation of the Presentation Policy across the school
- Staff consistently follow the Marking Policy across school

Achievement

- Secure consistently high-quality teaching across the school so that outcomes in reading, writing and mathematics improve for all groups of pupils, resulting in higher combined attainment
- Improved progress for disadvantaged pupils and those at risk of falling behind

Attendance and behaviour

- Embed a consistent approach to behaviour expectations across the school, ensuring all pupils are ready to learn quickly, low-level disruption is addressed effectively, and pupils requiring additional support receive carefully considered appropriate intervention. Teaching staff will implement and oversee classroom provision and ensure this is consistent. The Inclusion Team will be able to advise and support and may implement additional supportive strategies and/or intervention
- Relational practice is consistent across classrooms, breaktimes and transitions. All duty bearers support this.

Personal development and well-being

- Implement a consistent whole-school Relational practice, integrating Trauma-Informed Practice and the Thrive approach, to strengthen support for all pupils and enable staff to understand and meet children's needs effectively
- Sustain and further develop Rights Respecting Schools Gold status by embedding children's rights across all aspects of school life and strengthening pupils', staff and parents understanding, participation and responsibility

Leadership and governance

- Strengthen children's leadership and voice by expanding opportunities for pupils to take responsibility, influence school improvement and contribute to the wider school community through a range of leadership roles
- Strengthen distributed leadership ensuring all leaders take ownership, act with purpose, fulfil their roles effectively and model high standards of respect and professionalism

