

School Priorities 2026/27

1. Leadership and Governance	2. Inclusion	3. Curriculum and Teaching	4. Achievement	5. Personal development and Wellbeing	6. Attendance and Behaviour	7. EYFS	8. Safeguarding
<i>Leadership is exceptional. It is inspiring and highly motivating for staff and pupils. Leaders have excellent knowledge and expertise, which is often called upon by other schools in the local authority and beyond.</i>	<i>Inclusion is highly effective. Leaders have a clear ambition for all pupils, ensuring that every child is known, valued and supported. Adaptive practice and nurture principles are embedded consistently, enabling pupils to access the curriculum successfully and feel a strong sense of belonging.</i>	<i>The curriculum is broad, ambitious and vibrant. It is exceptionally well designed and highly engaging. The curriculum is consistently and securely embedded across the school. It is diverse and inclusive for all pupils across every subject, class and year group.</i>	<i>Pupils achieve exceptionally well across the curriculum. They develop strong knowledge, skills and understanding over time and are highly motivated to succeed. Pupils demonstrate confidence, independence and resilience in their learning and are exceptionally well prepared for the next stage of education.</i>	<i>Pupils understand and live up to the school's values of responsibility, curiosity, resourcefulness, resilience and collaboration. These are very successfully threaded through the curriculum and through all aspects of pupils' personal development, for example in assemblies, playtimes and extra activities.</i>	<i>Attendance is strong and improving, with effective support for vulnerable pupils. Behaviour is exceptional; pupils consistently follow the '3Bs', showing respect, responsibility and excellent self-regulation in a calm, purposeful environment</i>	<i>Children in Reception make a strong start to school. High-quality, play-based provision ensures learning is purposeful, engaging and embedded through exploration, supporting independence and strong progress towards readiness for Year 1.</i>	<i>Safeguarding is highly effective. A strong culture of vigilance ensures that staff act swiftly and confidently to keep pupils safe. Procedures are robust and well understood. Pupils feel safe and are supported through strong partnerships with families and external agencies.</i>
Strengthen all leaders' understanding and use of IDSR , to inform targeted actions and strategic decision-making particularly for disadvantaged pupils and vulnerable groups	Introduce a peer mediated intervention to support pupils with ASD to successfully reintegrate and engage in learning. Embed the adaptive	Embed the Blean Oracy Framework across the school to strengthen pupils' speaking, listening and communication skills and Implement the Listening Ladder to improve pupils' listening skills and	Strengthen tracking of vulnerable groups' attainment and progress to ensure timely identification and intervention. Enhance tracking and monitoring of pupil premium achievement to	Improve Key Stage 2 pupils' attitudes to learning and school through targeted strategies and consistent expectations. Ensure all pupils access rich wider opportunities , with disadvantaged pupils	Further embed the behaviour curriculum through structured weekly focus lessons to strengthen pupils' understanding and self-regulation. Increase parental understanding of attendance	Develop robust tracking of pre-school 'home-grown' pupils to monitor progress from entry and inform provision. Further strengthen early language acquisition ,	Continue to review and update DBS checks and Single Central Record to ensure ongoing compliance Ensure all staff (including new starters, volunteers and governors)

Develop highly effective subject and phase leadership, with clear accountability for outcomes and provision. Engage parents as active partners in school, improving understanding of key priorities such as attendance, SEND and curriculum. Ensure subject leadership drives excellence, with all leaders using evidence to refine sequencing, pedagogy and impact. Develop middle leaders as research-informed change agents, driving innovation across networks Deepen governor evaluation, through impact-	strategies framework consistently across all subjects and classes to ensure high-quality inclusive teaching. Further personalise provision and develop the blended curriculum provision, through adaptive teaching rooted in trauma-informed and nurture principles To improve language acquisition, participation, and academic outcomes for EAL learners through the consistent use of Bell Foundation guidance, assessment frameworks and	attention across all phases. Further strengthen interdisciplinary learning and real-world application - curriculum design, REAL, hooks, outcomes and cross curricular learning Further embed a shared, research-informed teaching framework, using EDT, EEF, metacognition and cognitive science research To fully implement and embed updated RSHE statutory guidance, ensuring a sequenced, inclusive curriculum with clear parental engagement Develop and implement a consistent whole-school daily approach to mastery in number, ensuring pupils build secure fluency, conceptual understanding, and	ensure gaps are identified and diminished. Maintain high outcomes while increasing depth (greater depth/high standard attainment) Focus on longitudinal progress and preparedness for next stages (including independence and self-regulation) Track broader success measures - impact of nurture and inclusion on long-term pupil success Strengthen pupil voice by developing structured opportunities for pupils to articulate their learning, understand their progress, and identify next steps. Further embed effective feedback practices so that pupils respond to	fully represented in enrichment and leadership roles. Further strengthen character education (resilience, empathy, leadership, social responsibility) Embed a whole-school wellbeing strategy for pupils and staff, with measurable impact Implement targeted strategies to increase boys' engagement in purposeful talk, supporting their emotional wellbeing, self-confidence, and ability to express feelings and ideas within a safe and supportive environment Enhance and embed SMSC provision across the curriculum and wider school life, ensuring pupils develop strong spiritual, moral, social, and cultural understanding	expectations, including the impact of term-time holidays, to improve overall attendance. Achieve sustained high attendance for all groups, with persistent absence significantly reduced and no gaps between groups. Develop pupil self-regulation and independence, so behaviour is proactive rather than reactive. Share behaviour and nurture models with staff and external settings (leadership link) emotion coaching Implement targeted, inclusive attendance strategies, including EBSA-responsive approaches such as soft starts and adjustments to uniform expectations, to support pupils with barriers to attendance and improve overall attendance rates	particularly for vulnerable groups including NELI intervention and language link in pre school Continue embedding outdoor and continuous provision as a model of high-quality play-based learning To improve foundational number skills and mathematical language in Reception pupils through participation in a structured, evidence-informed, research-based intervention programme Further develop and embed a rich vocabulary focus within continuous	receive up-to-date safeguarding and online safety training in line with KCSIE Review and update safeguarding and child protection policies in line with national guidance (KCSIE updates) Further develop staff understanding of filtering and monitoring systems, including response to alerts and emerging online risks Continue analysis of safeguarding data (CPOMS and filtering reports) to identify trends and inform practice and curriculum Ensure all staff are fully trained and confident in recognising and responding to AI-related safeguarding risks, cognitive offloading, online harm, and
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led monitoring (focus on pupil outcomes and wellbeing, not activity) Further develop the school's outreach provision to strengthen its outward-facing role, including the provision of professional resource school support, nurture, Maths Hub, and writing moderation, ensuring these contribute to sustained school improvement beyond the setting. Sustain and further develop a coherent, high-quality CPD programme for all staff that builds professional expertise	teaching resources. Develop provision following the SEND Award next steps by establishing an inclusion group to strengthen pupil voice and ensure pupils with SEND contribute meaningfully to school development. Further develop Individual Learning Plans (ILPs) in line with the DfE vision for inclusion to ensure they effectively support pupils with SEND and promote equitable access to learning. Further embed the Boxall assessment system to support the identification and monitoring	confidence in mathematics Develop and implement a targeted Year 5 maths intervention, led by the AHT, to address gaps in understanding and accelerate progress for identified pupils. Strengthen and embed the consistent application of the '5 Big Ideas' within maths teaching, ensuring all staff use these principles to support deep understanding and secure pupil learning. Share and embed maths TA training across the whole team to strengthen the quality and consistency of support provided, ensuring all staff effectively contribute to pupils' mathematical understanding.	feedback and demonstrate clear progress in their work over time	Secure reaccreditation of the Wellbeing Award by evidencing a consistent and embedded whole-school approach to promoting wellbeing for pupils, staff, and the wider community. Further refine and embed effective playtime systems and provision to promote positive behaviour, pupil engagement, and wellbeing across the school.	Strengthen the analysis of attendance and wellbeing data to identify pupils whose attendance is affected by emotional or wellbeing needs, ensuring targeted and appropriate support is implemented. Ensure the stepped boundaries guidance is consistently understood and applied by all staff to promote positive behaviour, clear routines, and a supportive learning environment. Further develop opportunities for Year 6 pupils to act as positive role models for Year 1 pupils, supporting transition, behaviour, and wellbeing.	provision, ensuring adults explicitly model and extend language to support children's communication and understanding. Develop adults' consistent use of SHREC strategies to enhance high-quality interactions within EYFS provision. Develop and share clear guidance on appropriate screen time for children under 5 to support healthy development and wellbeing.	misogyny, in line with evolving KCSIE expectations Continue to embed online safety including AI as a whole-school theme across curriculum, policies and staff training Further develop parental engagement linked to safeguarding and online safety (e.g. workshops, newsletters, guidance) Undertake annual safeguarding and online safety self-review to inform improvement priorities and ensure compliance Continue governor monitoring of safeguarding, including visits, scrutiny of evidence and challenge to leaders Ensure compliance with Benedict's Law by
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	of pupils' social, emotional, and mental health needs Develop and share a whole-school inclusion strategy that clearly outlines the school's vision, principles, and approaches to inclusive practice Develop and embed a Parents and SEND group to enhance partnership working, ensuring that parental voice informs SEND provision and contributes to ongoing school improvement. Enhance and embed the use of assistive technology across the school to improve access, independence, and engagement	Further embed the key principles of the writing framework, including try it out books, handwriting and sentence builders to ensure consistent implementation across the school to improve the quality of teaching and pupils' writing outcomes Further embed a whole-school approach to vocabulary instruction, ensuring pupils are explicitly taught and can confidently use a wide range of tiered vocabulary across the curriculum. Further develop the use of handwriting strategies, sentence builders and 'Try It Out' books, incorporating strategies from the literacy consultant to strengthen pupils' writing confidence,					implementing robust procedures for the safe management and use of adrenaline auto-injectors (EpiPens).
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	for pupils with SEND, ensuring staff use it confidently and effectively	structure, and accuracy Continue to promote a love of reading across the school, ensuring pupils engage regularly with a wide range of high-quality texts Further embed the teaching of foundational knowledge, alongside substantive and disciplinary knowledge, to ensure a coherent and well-sequenced curriculum Further embed effective revisit and feedback strategies to ensure pupils consolidate prior learning and are assessed in the moment					
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