



IMPROVEMENT PRIORITIES FOR 2025-26

(Parents' version)

Every year schools set out their key priorities for the year ahead. A variety of information is considered when writing the priorities, from assessment data to discussion with colleagues, children and parents. Below are the key priorities we are working on at school. This list is not intended to be definitive, and other areas of the curriculum are not ignored as a result.

Priority 1: Leadership and Governance

- Leadership at all levels, is consistent and drives sustained improvement through a shared culture.
- Leaders build strong relationships with parents and carers which has a positive impact on pupil's well-being and attainment.
- Leaders prioritise staff well-being ensuring they feel highly valued and are supported to do their job effectively.

Priority 2: Curriculum

- Subject co-ordinators construct a curriculum that is designed to build pupils' knowledge and skills sequentially and cumulatively with opportunities for retrieval practice and revisiting content to address any gaps in knowledge.
- Subject co-ordinators use focussed monitoring and evaluation to adapt the curriculum to improve pupil outcomes.
- Subject co-ordinators develop exemplification material to support staff knowing the next steps of learning and ensure consistency in assessment through moderation and pupil discussion.
- The curriculum prioritises the development of pupils' language and vocabulary, both in spoken and written form.

Priority 3: Teaching and attainment

- Leaders refine teaching through coaching to ensure consistency between classes drawing on high quality research evidence.
- Pupils have a secure, deep and fluent learning to ensure they maximise personal progress and attainment is at least in line with national.
- Staff adapt the teaching, in the moment, to meet the learning needs of all pupils with a focus on accelerating progress in disadvantaged pupils to reduce the attainment gap and to improve outcomes for greater depth pupils to be inline with national.

Priority 4: Behaviour and attitudes /Personal Development/Attendance

- Pupils show resilience and resourcefulness to overcome barriers in their learning and accelerate progress.
- Pupils learn strategies to become more independent, self-motivated learners ensuring all learning time is maximised.
- Attendance and punctuality are improved, especially in those pupils who have greater than 10% absence, through the introduction of the Thrive approach.
- Pupils, especially disadvantaged and those with SEND, participate enthusiastically in a wide range of artistic, musical, sporting and cultural activities.

Priority 5: The Quality of Education– Inclusion

- Leaders accurately assess and track the progress of children with SEND, with a focus on Reading, Writing and Maths to make a sustained difference to their learning.
- Leaders ensure accelerated progress in reading for all children with SEND through monitored, well-planned and measured interventions.
- Leaders develop a keen understanding of the barriers that individual pupils face and swiftly tackle these expertly to maintain high expectations.

Priority 6: Early Years

- Staff engage in frequent high-quality interactions with children that support their development and extend their language and vocabulary across all areas of learning, including outdoor provision.
- Children with lower starting points achieve well, and are well-prepared for future learning in Year 1.

The school's Governing Body will continue to monitor this plan closely over the course of the academic year. Key staff will be questioned over time about each of these priorities and their responses discussed.

If you would like any further information about our school improvement planning, please speak to Mrs Turner or our Newburgh Staff Team.