



School Development Priorities

2025-2026 Academics Year

Main priorities to be carried through all areas:

- **Writing-** To raise standards in writing by ensuring the majority of children make progress in their use of spelling, punctuation, grammar, and vocabulary to support the different text types taught.
- **High Quality Teaching/Learning-** High-quality teaching is at the heart of our approach, this is essential to mitigate the multiple barriers of SEND, EAL, Mobility, Disadvantage; this is proven to have the greatest impact on closing the disadvantage gap, to include high expectations of both learning and behaviour recognising the ongoing impact of the issues arising from the isolation of the covid pandemic, reliance on electronic devices for communication and reading **and as an inclusive school contextual barriers.** This theme will thread through every area of school development.
- **Inclusive School-** to continue to develop a school with a moral and cultural curriculum and purpose and SEND provision across the whole school, EAL, deprivation and mobility taking into consideration the impact of the well above national average percentage of pupils with EHCPs attending the school.
- **Combined KS2 attainment-** with a more stable Y6 cohort (no bulge class, therefore no mobility from local schools and lack of previous exposure to an English education system), to target meeting national expectations in combined Reading- Writing-Maths
- **Trauma Informed-** working towards a whole school consistency of Trauma Informed Practice.
- **Broad, Balanced Curriculum, Implementation and Impact-** **recognising the context of our pupils on roll particularly the cultural, financial and aspirational deprivation of a significant percentage of the pupils in addition to the well above average percentage of pupils with SEND particularly those with EHCPs.** Ensure Cultural Capital, Social & Emotional elements of learning. Specific curriculum intention for learning- objective, success criteria. To be very specific of foci- TLLM to ensure deeper learning. Develop long term recall skills for pupils.
- **ASC SEND Unit-** increase the number of pupils able to join mainstream inclusion and more direct teaching of the core areas within the unit classrooms alongside increased consistency of communication & interaction and understanding of sensory behaviours.
- **SEND-** continued delivery of adaptation with mainstream classrooms as part of QFT- ensuring staff all understand the importance of including all adapted resources and recommendations from SLCN team, Occupational Therapist & Educational Psychologist.
- **EAL-** continued delivery of adaptation with mainstream classrooms as part of QFT- ensuring staff all understand the importance of including all adapted resources and recommendations.

To recognise and work towards the aspirational target for 2026 End of KS2 Cohort recognising the significant number of EAL pupils who joined this cohort during Y5. The challenge is to continue to maintain the progress for all pupils and expected level and above of those pupils who reached the expected standard at the end of KS1.

Continued improvement in academic progress, whilst recognising that attainment in statutory assessments is impacted upon by the context of the school population and the starting points of the pupils. Progress from pupils starting points is our priority particularly taking into account the inclusive nature of the school. To focus on this tier of development and improvement our strategies for SEND, disadvantaged, EAL and pupil/family mental health needs play a pivotal role. The deployment of priorities and resources including human within our commitment to support children's mental health and wellbeing

will then enable them to be in a state of mind to take advantage of the teaching and learning opportunities.

EYFS non-ASC Base pupils' higher percentage of *GLD* and ongoing progress throughout the year. Context of a high percentage of EHCP/EY High Needs non-Funded pupils in mainstream cohort (11% mainstream cohort). Context 30% Reception cohort pupils in ASC Base.