



School Improvement Priorities 2025-2026

Key Priority 1: Achievement & Quality of Teaching and Learning
Further improve the quality of teaching and the rate of pupils' progress by:

1.1 MATHS – Further developing teaching and learning in maths and the wider curriculum

- Opportunities to practice maths skills in the wider curriculum are embedded-
- 'Red Rose Maths' new SOW is embedded YR-Y6.

1.2 ENGLISH – Further developing the school's approach in the teaching of reading & writing

- Quality and quantity of writing continues to consistently improve across all year groups and groups of children
- Pupils become increasingly fluent when reading, demonstrating accuracy, automaticity and prosody
- Spelling ability, progress, attainment and outcomes for pupils continue to improve
- Phonics teaching remains effective through excellent subject knowledge and systematic teaching and reliable assessment.
- Providing quality parent/carer workshops to strengthen home/school learning reading and writing
- High standards of Reading, Writing and Oracy are applied by all pupils across all curriculum areas

1.3 QUALITY OF TEACHING – Continue to develop effective teaching & learning including challenge for the more able & effective formative assessment through feedback

- Provide all groups including the most-able pupils with progressively challenging work to enable better progress in all curriculum subjects
- Embed formative assessment methods through continued development of effective questioning and adaptive teaching techniques to ensure feedback given to pupils is meaningful and is an efficient use of teaching and learning time.
- Staff follow policy to ensure feedback informs formative assessments as well as termly summative judgments. Teaching and planning is adapted to reflect this.
- Provision of targeted additional support/interventions for pupils with SEN & EAL
- Ensuring teaching and support staff are kept up-to-date with current best practice

1.4 WIDER CURRICULUM – Ensuring further development and evaluation of a personalised curriculum

- Standards of progress/attainment/non-negotiables across the wider curriculum continue to improve.
- Wider curriculum theme days/weeks/events are designed to offer opportunities for pupils of all abilities to make links to prior learning in order to increase knowledge and skills and maximise progress and attainment
- To use allocated sports funding to ensure the role of sports coach continues to provide high quality Physical Education across school and to promote the enjoyment of physical activity.
- To ensure that the school curriculum reflects the lives of our pupils and is reactive when needed

1.5 EYFS – Continuing to develop the quality of provision to bring outcomes more in line with national expectations

- Quality of provision in EYFS is moving towards outstanding to maximise % of pupils achieving GLD and bring attainment closer in line with national expectations
- Strong relationships with new parents are formed through efficient communication methods. Parents will be supported in helping their children with learning at home through school workshops and events



Key Priority 2: Leadership & Management

Further increase the impact of leaders and managers at all levels in school to improve pupils' educational outcomes, personal development, behaviour & welfare by:

2.1 EDUCATION LEADERSHIP- Ensuring leadership at all levels is effectively established and proficient

- Further develop the monitoring roles of subject leaders & nominated Gobs
- Maintain and monitor 'Virtual School' and PP review documents to continue to evidence, track and compare the impact and outcomes for PPG pupils and review provision of PP children identified with no specific need or academic need.
- Subject Leaders to continue to undertake and share appropriate CPD to ensure their leadership is focused, effective and impacts positively on overall standards
- School website to remain compliant and be reflective of the breadth & depth of the school's curriculum
- SLT to continue to lead CPD on strategies for effective questioning, quality first adaptive teaching & learning

2.2 PERSONAL DEVELOPMENT-

Embedding the role of pupil & family support workers to impact positively on pupil and family well-being to further improve outcomes

- The role of Pupil & Family Support Workers and Pupil Mentor continues to evolve to meet the needs of children and their families. The role impacts positively on pupils' well-being /attendance/punctuality/behaviour and overall outcomes for pupils
- Achieve Lancashire Learning for Life Accreditations

2.3 BEHAVIOUR & WELFARE-

Develop & embed expectations for excellent behaviour (including online) and further improve attendance to impact on overall pupil welfare and outcomes

- Whole school commitment to building on the positive accomplishments of achieving gold standard Behaviour Quality Mark
- Whole school commitment to the further development of Trauma Informed Practice
- Further improve and safeguard pupils' ability to keep themselves safe online through the effective implementation and delivery of the computing and online safety curriculum.
- Attendance is at least in line with national figures. The role of Attendance Lead is effective in supporting and addressing the needs of parents and pupils with attendance which is persistently below 90% and 95%.
- Additional funding secured for further premises development
- The school is able to offer specialist provision for pupils with ASD SEN needs
- Develop the use of school premises to have a positive impact on children and members of the school community