

## Objectives for 2026 – 2027

### Curriculum and Teaching, Inclusion, Achievement

#### 1. English

##### **Strengthen core English skills through consistent, high-quality teaching and targeted support**

Embed consistent, high-quality teaching practices in English that prioritise depth of learning. Strengthen pupils' transcriptional skills in line with the new writing framework. Introduce a whole-school spelling policy, ensure consistently excellent handwriting modelling across all classes, and provide targeted intervention for pupils not meeting age-related expectations. Prioritise closing attainment gaps for vulnerable groups, especially Pupil Premium pupils. Underpin all teaching with evidence-based pedagogy, including retrieval practice to reinforce connections between reading, writing and oracy. Ensure pupils have secure foundational skills in fine motor development, gross motor skills, handwriting, spelling and composition before progressing to more complex tasks.

#### 2. Mathematics

##### **Build mathematical mastery through strong foundations, evidence-based pedagogy and targeted support**

Develop robust mathematics teaching across the school by building secure foundational understanding of core mathematical concepts, including number sense, place value, calculation strategies and mathematical reasoning. Ensure all staff deliver consistent, high-quality pedagogy underpinned by strong subject knowledge and effective use of formative assessment. Employ evidence-based pedagogical approaches including the use of manipulatives and representations (such as the Concrete-Pictorial-Abstract approach), retrieval practice to strengthen long-term memory, and problem-solving strategies that develop mathematical resilience. Embed systematic retrieval practice and carefully sequenced learning to ensure secure progression across year groups. Prioritise closing attainment gaps for vulnerable groups, particularly Pupil Premium pupils, through targeted intervention that addresses specific areas of weakness.

#### 3. Adaptive Teaching and Cultural Capital

##### **Ensure equity and excellence for all learners through adaptive teaching and enriching experiences**

Embed adaptive teaching strategies that effectively meet the diverse needs of all learners and all vulnerable groups. Provide rich, meaningful experiences that develop cultural capital and oracy skills across the curriculum through targeted staff training on inclusive practice, flexible groupings that respond to pupils' needs, and scaffolding tailored to individual learners. Develop outdoor learning opportunities aligned with principles: transforming playtimes and outdoor spaces into rich learning environments that promote child-led play, appropriate risk-taking, creativity, and physical and emotional wellbeing, while extending curriculum learning beyond the classroom. Conduct regular curriculum audits to ensure accessibility for all.

#### 4. Early Years

##### **Build exceptional early years provision that ensures every child is ready to thrive in their next stage of learning**

Strengthen Early Years leadership and curriculum to ensure children are exceptionally well prepared for their next stage of education. Continue to align provision with the government's 'Best Start in Life' strategy and recent school readiness guidance, ensuring high-quality teaching, effective assessment and strong partnerships with parents. Refine and adapt the EYFS curriculum that balances child-initiated and adult-led learning, with rich continuous provision that promotes independence, curiosity and deep engagement, ensuring it remains responsive to emerging research and updated guidance. Address gender gaps in writing through enhanced provision, targeted teaching and carefully planned opportunities that engage all learners. Ensure robust identification and support for children with SEND, effective transition planning, and a strong focus on communication and language development as the foundation for all learning.

### Attendance and Behaviour

#### 5. Behaviour and Attendance

##### **Sustain a nurturing, trauma-informed culture where every child feels safe, regulated and ready to learn**

Sustain and refine a positive, consistent behaviour culture rooted in Emotion Coaching and trauma-informed practices, ensuring all staff understand and apply these approaches effectively. Complete the behaviour policy rewrite to reflect current best practice and embed the Zones of Regulation approach across the school, ensuring consistent implementation and monitoring of impact on pupils' emotional regulation and engagement. Maintain and strengthen attendance across all pupil groups through early intervention, targeted support and strong partnerships with families.

## **Personal Development and Wellbeing**

### **6. Wellbeing and PSHE**

#### **Nurture the wellbeing of our whole school community, ensuring everyone thrives personally, socially and emotionally**

Sustain and enhance a culture of care that prioritises the wellbeing of pupils and staff, promoting positive mental health and healthy work-life balance. Continue to embed British Values, spiritual, moral, social and cultural (SMSC) development and high-quality PSHE across the curriculum, ensuring these are meaningful and connected to pupils' lives. Successfully implement the new PSHE/RSE curriculum (September 2026), building on current strong practice. Maintain and refine daily check-ins and calm corners as tools for emotional regulation and connection. Strengthen staff wellbeing initiatives through regular consultation, responsive action and a commitment to sustainable workload management.

## **Leadership and Governance**

### **7. Leadership Capacity**

#### **Build sustainable leadership capacity at all levels to drive continuous school improvement**

Strengthen leadership and governance capacity through the successful recruitment and induction of a Deputy Headteacher, ensuring clear roles, responsibilities and impact from this key appointment. Develop and empower middle and subject leadership through enhanced monitoring practices, targeted CPD and 'Loving to Learn Groups', building their capacity to lead improvement in their areas. Strengthen governor expertise and strategic impact through targeted training, expanded and targeted Governor Days with clear focus areas, and structured governor monitoring visits that provide robust challenge and support. Maintain strong collaboration with the junior school to ensure continuity and shared learning across the partnership.

### **8. Financial Sustainability**

#### **Secure long-term financial sustainability and explore strategic partnerships to strengthen the school's future**

Work towards achieving a balanced budget through effective financial management and implementation of School Resource Management Adviser (SRMA) recommendations. Explore multi-academy trust (MAT) opportunities, completing thorough and rigorous due diligence on potential partnerships to ensure any decision aligns with the school's vision, values and best interests.

### **9. Home-School Partnership**

#### **Build strong, collaborative partnerships with families that support every child to thrive**

Strengthen and sustain home-school partnerships through enhanced communication, inclusive events, and meaningful opportunities for parents to contribute to school life and their children's learning. Successfully launch and embed the Parent Forum as a vehicle for dialogue and collaboration. Maintain and develop social media presence to share celebrations and curriculum information. Review and refine the effectiveness of the Home/School diary, ensuring it supports meaningful two-way communication. Deliver termly inclusive events that welcome all families and celebrate diversity. Expand extra-curricular provision to enrich pupils' experiences and provide opportunities beyond the classroom. Raise the profile of pupil voice activities, sharing with families how children contribute to school decisions and development.

### **10. Assessment and Feedback**

#### **Develop assessment and feedback practices that drive improvement and empower pupils as learners**

Sustain and refine consistent, purposeful assessment and feedback strategies that inform teaching, enable pupils to understand their next steps, and support them to become independent learners. Develop and implement a planning formula that ensures all essential elements are consistently included across all subjects, supporting quality-first teaching and reducing workload through clarity and consistency. Develop proportionate and manageable assessment approaches in foundation subjects that effectively monitor progression of skills, knowledge and vocabulary without creating excessive workload. Strengthen Assessment for Learning (AfL) practices across the school, develop a robust foundation subject assessment framework, and embed retrieval-based strategies across the curriculum to strengthen long-term memory and deepen understanding.