School Improvement Plan

Strategic Overview 2024-27

Priority	2024/25	2025/26	2026/27
1	**Curriculum Integration & Inclusion:** Building on the existing and distinctive identity of our growing school, whilst recognising the changes in our school population, collaboratively revisit our school vision, values and curriculum. This will enhance our inclusive provision further in meeting the needs of all children, in every area of their lives (personally, socially and emotionally), impacting on increased wellbeing, progress and attainment.	**Mathematics Mastery:** Building on the strong, existing foundations of Mathematics teaching currently embedded in school, introduce and implement 'Mathematics Mastery' as a whole school approach to teaching Mathematics. This evidence-informed approach, backed by the EEF, will ensure consistent, high-fidelity teaching, supporting and challenging all pupils to increase the percentage of children achieving the Expected and Greater Depth Standard across the school, thus accelerating progress further.	**Pedagogical Practice:** Align current pedagogical practice with developmental stages, creating phase specific approaches to teaching and learning. This inclusive approach will enable stronger foundations for all, deepening curriculum coherence and clarity.
2	**Deliberate Practice:** Further embed our renewed formative assessment, feedback, marking and home learning approaches to support specific groups of children. Enhance the successful use of the Deliberate Practice approach implemented last academic year to support and impact positively on the progress and outcomes of our identified pupil groups: • disadvantaged pupils (PP) • pupils with English as an additional language (EAL) • pupils with special educational needs and disabilities (SEND)	**Curriculum Integration & Inclusion:** Embed and refine our Oracy curriculum across the school through 'Voice 21'. This program will upskill and develop our teaching team's subject knowledge, further embedding the school's Oracy Initiative to positively impact the progress and outcomes of our identified pupil groups: • disadvantaged pupils (PP) • pupils with English as an additional language (EAL) • pupils with special educational needs and disabilities (SEND) This will further support our changing school population, enhancing opportunities for 'Cultural Capital' with an emphasis on collaboration and communication.	**Mathematics Mastery:** To further embed high quality, adaptive teaching within Mathematics to ensure that robust scaffolding, targeted interventions and language rich environments deepen the understanding of concepts and accelerate the progress of key pupil groups: • disadvantaged pupils (PP) • pupils with English as an additional language (EAL) • pupils with special educational needs and disabilities (SEND)
3	**English:** Building further on our Writing curriculum, improve our speaking and listening teaching and learning approaches and provision. Develop and implement a whole school 'Oracy Initiative' to advance children's speaking and listening, vocabulary and fluency skills that will subsequently further impact and improve the progress and attainment of ALL pupils in Writing, particularly PP, EAL and SEND pupils.	**Deliberate Practice:** Deepen and consolidate the triangulation of Deliberate Practice amongst all teaching staff to enhance the effectiveness and impact of our formative assessment, feedback, marking and home learning approaches. This will reaffirm the school's consistently high expectations for the overall presentation, accuracy and quality of children's work across subjects.	**Curriculum Integration & Inclusion:** Develop a community of eloquent communicators, honouring language heritage through oracy and thoughtful expression in an evolving modern and digital world.