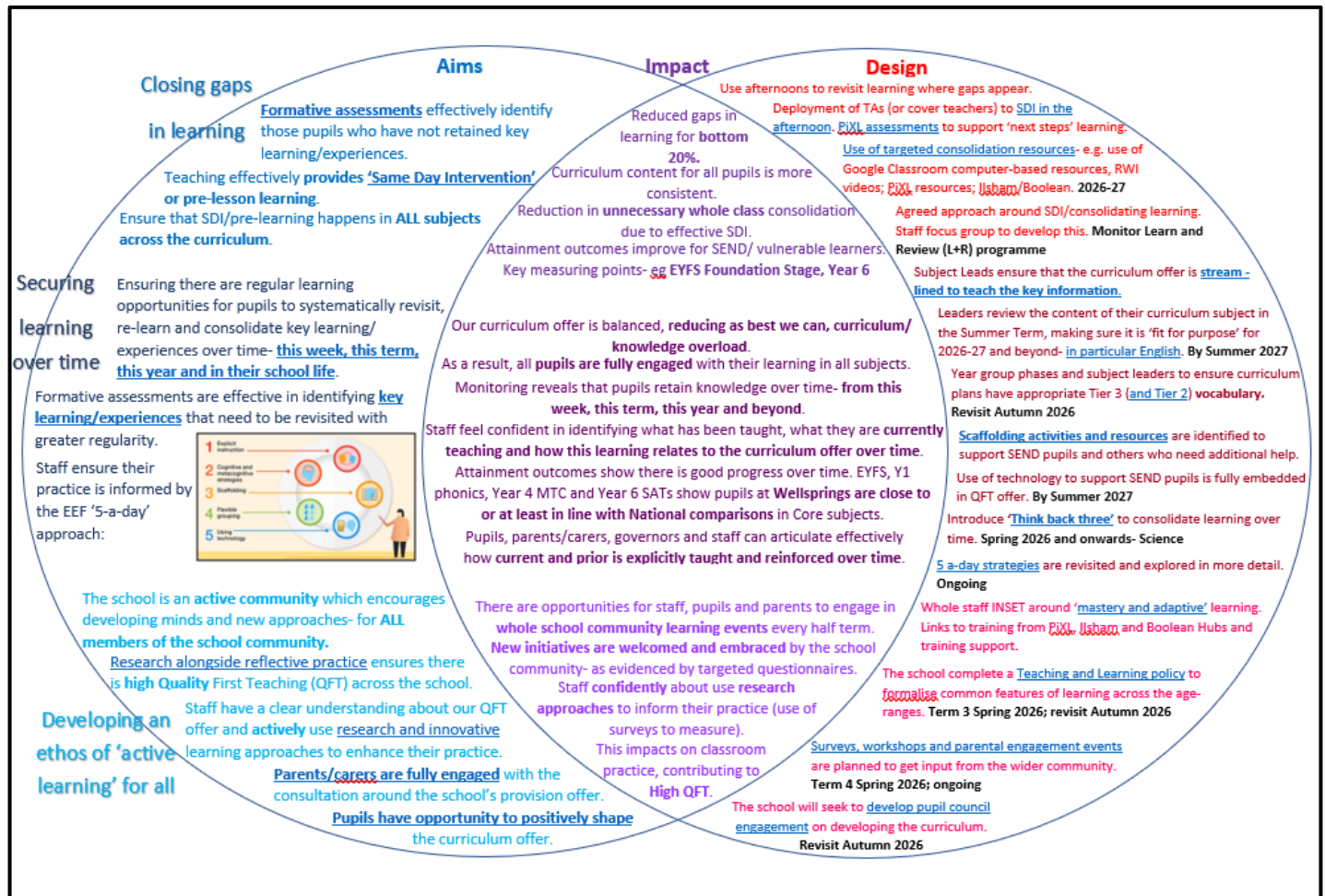




## Key actions specific to 2026-27 school priorities.

| What is going well?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What areas do we need to prioritise?                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>We have a broad, well-embedded curriculum that is unique to our school, built by the SLT and subjects leads.</p> <p>We have streamlined this curriculum to meet the needs of pupils, and importantly, balanced priorities of our curriculum.</p> <p>SEND and other vulnerable learners, do relatively well compared to national comparisons. Staff know their pupils well; effective inclusion is a strong feature of the school and is led well by the Inclusion team.</p> <p>EYFS practice is another strength of the school, and early years practice into KS1 is very consistent.</p> <p>Leaders have clearly defined roles and support the strategic development of the school including monitoring arrangements.</p> <p>The SLT are experienced and provide a clear steer for all staff. There is evidence of positive leadership is evident at all areas of the school community, including notably in the learners.</p> <p>There are relatively low proportions of suspensions over the last three years. On the whole, behavior is good and the pupils demonstrate positive learning approaches.</p> <p>From monitoring (6x a year), pupils show they retain their learning generally very well.</p> <p>Attendance rates were below National averages prior to 2024-25. 2024-25 outcomes were 'close to' and above many 'similar schools'. At present in 2025-26, this has dipped a little bit, although we hope to meet a similar % to 2024-25 by the end of the academic year.</p> | <p>Reading standards at the end of KS2 are low (using SATs outcomes); these need to be at least 'close to average' (National outcomes). Priority 1</p> <p>We have an Oracy framework in place across the school, and we need to fully embed this across the school in 2026-27. Priority 2</p> <p>We need to utilize Bromcom/PiXL to record our summative assessment data that supports our strategic monitoring of learning. Priority 3</p> |

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| <p>We have formative assessment procedures in place for core and non-core subjects.</p> <p>DATA outcomes:</p> <ul style="list-style-type: none"> <li>EYFS outcomes in Reception- GLD over the last 3 years</li> <li>KS1 phonics outcomes over the last 3 years</li> <li>Maths outcomes in Y6 over the last 3 years</li> <li>Y6 GPS levels, although below NAT, will increase in 2026; spelling scores will also increase</li> <li>MTC Year 4 outcomes have improved in 2026, significantly</li> </ul> | <p>To utilise AI effectively- in supporting administrative and curriculum developments while maintaining secure data protection practices.</p> <p>Priority 4</p> |
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| Priority 1                                                                                              | Priority 2                                                                                                 | Priority 3                                                                                                     | Priority 4                                                                                                                           | Priority 5 |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------|
| To further raise reading standards in KS2 to be <b>at least</b> 'close to average' (National outcomes). | To fully embed the Oracy framework we have across the whole of the school, and into all areas of learning. | To effectively systemise our summative assessment data to aid our monitoring and school improvement practices. | To utilise AI effectively- supporting administrative and curriculum developments while maintaining secure data protection practices. |            |

| Priority            | Evidence for priority                                 | Key actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Success criteria                                                                                                                                                                         | Comment |
|---------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1 Reading standards | IDSR 2026                                             | <u>Effective teaching supports pupils to catch up rapidly</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Improved (or at least maintained where meeting NAT) outcomes at all statutory reading measures (R/Y1-2/Y6)                                                                               |         |
|                     | EEF Improving Literacy in Key Stage 2 Guidance Report | <ul style="list-style-type: none"> <li>Phonics- 1:1 tutoring system, pinny time and additional speed sounds for Year 1</li> <li>Reading- Fresh start</li> <li>Rewards for home reads</li> <li>-Daily reads for KS2</li> <li>More opportunities for Fluency and comprehension activities</li> </ul>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                          |         |
|                     | DfE National Curriculum Assessments Data Section      | <p>Ensure that structured, daily whole-class reading sessions focusing on explicit comprehension strategies are being undertaken (predicting, clarifying, summarizing, and inferring).</p> <p>Ensure there are structured questioning techniques (e.g., "no hands-up" rules, extended verbal reasoning) to force pupils to articulate their thoughts before writing.</p> <p><b>Plan and support from Iisham English Hub- visit 04.11.26.</b></p>                                                                                                                                                                                            | All use consistent reading pedagogy; L+R monitoring demonstrate active engagement with the school's reading approach. Just over 2/3 of Year 6 pupils ( <b>at least</b> ) meet ARE (2027) |         |
|                     | The Reading Framework                                 | <p>Fast-track progress for the lowest-attaining 20%, Pupil Premium (PP) students, and those with SEND. Continue to undertake our Pupil Progress Meetings NFER/optional SATs-style baseline data to identify specific missing skills.</p> <p>Continue to deploy diagnostic phonics catch-up interventions for any KS2 pupils with unresolved decoding gaps. Ensure that small-group blended literacy interventions (e.g., rapid comprehension or precision teaching) are being regularly undertaken.</p> <p><b>Introduce an EXS/GDS higher ability intervention (Autumn 2026) targeting the vocabulary and complex inference skills.</b></p> | The attainment gap between disadvantaged (PP) students and their peers narrows by at least 15% year-on-year. More than 1/5 of pupils achieve GDS in Year 6 (2027)                        |         |

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|                            |                                                                                                  | <p>Equip Year 6 pupils with the endurance and technical skills required to navigate the 60-minute reading test paper.</p> <p>Staff to teach time-management approaches- to spend no more than 15-18 minutes per text block.</p> <p>Opportunities to teach comprehension skills through modeled Reading sessions. Further embedded with once-a-week SAT-like reading assessments, building up independent stamina skills on a regular basis. Key approaches include Echo/Repeated/Performance Reading and Text marking skills.</p> <p>To trial 'low-stakes' reading assessments formal conditions to build stamina.</p> <p><b>Ongoing from Spring/Summer 2026.</b></p> | Year 6 pupils demonstrate reduced test anxiety and show measurable progress in scaled scores across termly mock assessment points. |  |
|                            |                                                                                                  | <p><b>Revise the KS2 reading spine to incorporate text models that statistically engage boys at higher rates</b> (e.g., high quality non-fiction, graphic novels with complex narratives and historical adventure) without diluting linguistic challenge. <b>Use of the Literacy Tree planning and resources.</b></p>                                                                                                                                                                                                                                                                                                                                                 | Boy's attainment in Y6 SATs to increase in 2027, to be at least 'close to' ARE                                                     |  |
|                            |                                                                                                  | <p>Increase overall independent reading mileage and parental support at home.</p> <p><b>Parental workshops SEPT 2026</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Improved parental engagement.                                                                                                      |  |
|                            | Further training for staff around a whole school approach to teaching 'comprehension skills'     | <p>To seek additional support from external 'expert consultancy team'- PiXL or Ilsham Hub Reading support.</p> <p>Training (for all staff across the age range) around the key reading approaches that positively impact the pupils' reading comprehension skills.</p> <p><b>Assessment and planning framework- visit date 04.11.26.</b></p>                                                                                                                                                                                                                                                                                                                          | Improved staff confidence in deploying effective reading strategies.                                                               |  |
| 2<br>Oracy framework       | Further training for staff around a whole school approach to teaching 'oracy skills'.            | <p>Deliver focused, workshops on our school Oracy framework to standardise physical, linguistic, cognitive, and social emotional speaking expectations across all phases.</p> <p><b>Jeremy Handscomb, SEPT 2026 INSET on developing the Oracy Framework</b></p>                                                                                                                                                                                                                                                                                                                                                                                                       | Learning walks/L+R monitoring confirm that effective oracy routines are embedded across both core and foundation subjects.         |  |
|                            | Targeted interventions for key pupils/group of pupils to support best practice 'oracy teaching'. | <p>Vulnerable Cohort targeted to use structured oracy explicitly to support lower attaining boys who struggle to articulate high-level inference skills on paper, bridging the gap between verbal reasoning and written responses.</p> <p><b>Pupils identified from October/November PiXL assessments 2026</b></p>                                                                                                                                                                                                                                                                                                                                                    | Pupils can articulate their choices and ideas verbally in all subjects (from L+R interviews).                                      |  |
|                            | Voice 21 Oracy Framework Guide                                                                   | <p>Establish termly high-profile debate days or presentation assemblies to elevate oral performance standards across the school community.</p> <p><b>This would be linked to key focus events every half term.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                    |  |
| 3<br>Systemise Assessments | <p>Bromcom Primary Assessment Tracking Support</p> <p>PiXL</p>                                   | <p>Configure bespoke Bromcom Assessment Sheets tailored precisely to tracking progress towards EXS/GDS benchmarks, with built in segmentations for gender (including tracking boys) and prior attainment groups.</p> <p><b>To develop our assessment data to ensure it is robust- utilise PiXL assessment materials and analysis tools to pinpoint next-step support for our most vulnerable cohorts/groups- October/November 2026.</b></p> <p><b>A continued focus in our Pupil Progress Meetings around Bromcom/PiXL analysis dashboards</b> identifying all vulnerable learner groups (gender, PP, SEND, EAL).</p>                                                 | PPM meetings become more streamlined around key data; SLT able to more effectively identify key pupil progress.                    |  |
| 4<br>Effective use of AI   | DfE Generative AI in Education Policy Paper                                                      | <p><b>Draft and pass a comprehensive School AI Use Policy</b> ensuring 100% compliance with GDPR guidelines.</p> <p>Train teaching staff on advanced prompt engineering to generate varied-tier reading texts, model answers, and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | AI Safety Policy formally approved by the Governors. Training on secure prompt                                                     |  |

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|  |  | complex inference question blocks tailored to high-attaining pupils.                                                                                                                                                                                  | structures completed by all staff. School-wide workload survey records a significant reduction in lesson preparation and admin hours (possible links to use of AI). |  |
|  |  | <b>Introduce AI co-piloting for high-frequency admin tasks</b> (e.g., initial drafting of parental newsletters, formulating initial risk assessments, and structuring basic school policies).<br><b>Training from Computeam October 2026 onwards.</b> |                                                                                                                                                                     |  |