

School Improvement Priorities 2026–2027

Priority 1

Improve outcomes for vulnerable learners through precise assessment, adaptive teaching and effective intervention

Why this is a priority

The disadvantaged cohort is small, but three-year IDSR averages indicate disadvantaged attainment remains below national non-disadvantaged pupils in reading, writing and combined outcomes. Internal provision mapping and intervention systems provide a strong foundation to accelerate progress.

Success criteria

- Disadvantaged and SEND pupils make at least expected progress.
- Attainment gaps narrow across reading, writing and mathematics.
- Interventions demonstrate measurable impact.
- Teachers adapt learning effectively in every classroom.
- Assessment information informs timely intervention.

Key actions

- Refine provision mapping.
- Monitor intervention impact half-termly.
- Use Test Base assessment consistently.
- Strengthen adaptive teaching.
- Monitor pupil premium spending against outcomes.

Priority 2

Embed excellent teaching through high-quality pedagogy, curriculum implementation and subject leadership

Why this is a priority

The school has introduced a comprehensive teaching and learning strategy including metacognition, oracy, questioning, working walls and consistent assessment. Embedding these approaches consistently across all classes offers the greatest opportunity to improve teaching further. Subject leaders also require time and support to evaluate impact. Although reading outcomes remain broadly in line with or above national averages, they are not yet as consistently strong as mathematics. The Year 1 phonics screening outcome fell from 93% in 2025 to 79% in 2026, prompting the school's move to Lancashire Red Rose Letters and Sounds. Internal data also identifies a dip in Year 4 reading attainment requiring close monitoring.

Success criteria

- Teaching consistently judged highly effective.
- Consistent implementation of the Teaching and Learning Policy.
- Subject leaders confidently monitor curriculum quality.
- Staff demonstrate strong use of questioning, retrieval and metacognition.
- Curriculum implementation is consistently strong across all subjects.
- Raised achievement in reading through consistently high-quality early reading, phonics and reading comprehension
- Improved phonics outcomes with a significant increase in Year 1 pass rate.
- Reading attainment at the expected and greater depth standards increases across KS2.
- Improved reading outcomes for the current Year 4 cohort.
- Consistent implementation of Lancashire Red Rose Letters and Sounds.
- All children read fluently, confidently and for pleasure.

Key actions

- Coaching and instructional coaching.
- Lesson visits and book studies.
- Subject leader monitoring.
- Continue internal moderation.
- Develop curriculum evaluation using the new Ofsted Toolkit.
- Refine provision mapping.
- Monitor intervention impact half-termly.
- Use Test Base assessment consistently.
- Strengthen adaptive teaching.
- Monitor pupil premium spending against outcomes.

Priority 3

Promote excellence in attendance, behaviour and personal development so every pupil is ready to learn

Why this is a priority

Attendance remains above national (96.5%) and behaviour is excellent with no suspensions or exclusions. However, attendance has shown a slight relative decline compared with national trends, and FSM attendance remains slightly below national. Maintaining these strengths while improving attendance for vulnerable groups will maximise learning time. Embedding the **Thrive Approach** will further strengthen pupils' emotional wellbeing, sense of belonging and readiness to learn, ensuring that barriers to attendance, engagement and achievement are identified and addressed early.

Success criteria

- Whole-school attendance remains above national.
- Persistent absence reduces further.
- FSM attendance improves.
- Behaviour remains excellent with no exclusions.
- Pupils demonstrate resilience, independence and positive learning behaviours.
- Pupils show increased emotional wellbeing, self-regulation and readiness to learn through Thrive-informed support.
- Staff consistently use Thrive strategies to support pupils' personal development and engagement.

Key actions

- Target attendance support for vulnerable pupils and families.
- Continue positive behaviour strategies and restorative approaches.

- Strengthen pupil leadership opportunities.
- Develop attendance reward and recognition systems.
- Continue promoting pupil wellbeing, belonging and inclusion.
- Embed the **Thrive Approach** across the school through staff training, assessment and targeted interventions.
- Use Thrive assessments and action plans to identify and support pupils requiring additional emotional and developmental support.
- Monitor the impact of Thrive on attendance, behaviour, wellbeing and engagement, particularly for disadvantaged and vulnerable pupils.
- Strengthen partnerships with families to promote emotional wellbeing, regular attendance and positive learning behaviours through a Thrive-informed approach.