



## **School Development Plan - Strategic priorities 2025-2026**

<b>Improvement Priority 1</b>
<ul style="list-style-type: none"><li>• To raise standards in writing across the school, with a focus on vocabulary, stamina, and writing for purpose</li></ul>
<b>Improvement Priority 2</b>
<ul style="list-style-type: none"><li>• To strengthen subject leadership to secure rigorous monitoring and high-quality curriculum implementation across all subjects</li></ul>
<b>Improvement Priority 3</b>
<ul style="list-style-type: none"><li>• To continue to strengthen the transition from EYFS to Key Stage 1 through the implementation of continuous provision.</li></ul>
<b>Improvement Priority 4</b>
<ul style="list-style-type: none"><li>• To develop and embed a whole-school digital strategy to enhance teaching, learning, and leadership</li></ul>

### **Rationale for Improvement Priority 1**

Improving pupils' writing is essential to ensuring they can communicate effectively and achieve success across the curriculum. Analysis of school and national data indicates writing remains a key area for improvement. A strong focus on high-quality teaching of writing, including grammar, vocabulary development, and transcription skills, will support all pupils, particularly those with gaps due to disrupted learning.

### **Rationale for Improvement Priority 2**

Empowering subject leaders with the skills, time, and clarity to monitor and evaluate their subjects ensures that the curriculum is well-sequenced, ambitious, and accessible for all pupils. Strong leadership supports consistency in teaching, identifies strengths and gaps, and drives improvement that impacts pupil outcomes across the curriculum.

### **Rationale for Improvement Priority 3**

A well-planned approach to continuous provision in Key Stage 1 supports the developmental needs of younger pupils, especially as they transition from Reception. It enables children to revisit and deepen learning through exploration, play, and purposeful activities, while promoting independence, resilience, and engagement. A consistent approach across Year 1 and Year 2, ensures progression and supports all learners, particularly those who need additional time to adjust to more formal learning.

### **Rationale for Improvement Priority 4**

In an increasingly digital world, equipping pupils and staff with the skills, tools, and knowledge to use technology confidently and effectively is essential. A clear digital strategy will support high-quality teaching, improve learning outcomes, streamline communication, and ensure children are digitally literate, safe, and ready for the future.