

School Development Priorities 2026-27

Priority 1: Strengthen Inclusion, Adaptive Teaching and Targeted Provision

Further strengthen inclusive practice so that pupils with SEND, disadvantaged pupils, pupils with multiple vulnerabilities and pupils requiring additional support are identified early, receive precise adaptive teaching and targeted provision, and are enabled to achieve, belong and thrive through ambitious curriculum access and effective partnership with families.

Priority 2: Improve Attendance Through an Inclusion-Led Strategy

Improve whole-school attendance and reduce persistent absence by treating attendance as an inclusion priority, with particular focus on SEND pupils, disadvantaged pupils, FSM pupils and pupils experiencing emotional barriers to school attendance.

Priority 3: Embed the Trust Curriculum, Assessment and Adaptive Teaching Model

Secure consistent implementation of the Trust curriculum and assessment model so that pupils progressively acquire, retain and apply essential knowledge, disciplinary thinking and subject-specific vocabulary across all subjects.

Priority 4: Secure Strong Foundations in Early Years, Reading Fluency, Writing and Mathematical Depth

Strengthen foundational knowledge in EYFS, reading, writing and mathematics so that disadvantaged pupils, pupils with SEND and higher-attaining pupils make stronger progress and more pupils achieve at expected and greater-depth standards.

Priority 5: Strengthen Personal Development, Pupil Leadership and Inclusive Enrichment

Develop a coherent personal development and enrichment strategy that ensures all pupils, particularly disadvantaged and SEND pupils, access a rich range of experiences, leadership opportunities, wider curriculum experiences and cultural capital.