

Quality of Education - Curriculum focus - Further develop assessment of foundation subjects in all areas of the curriculum

Further Improve outcomes in writing through the new Writing Framework, toolkits and staff subject knowledge

Improve mental maths facts (numbots/TT Rockstars/Plus 1 and quick fluency of recall of these facts to apply in Mathematics with a focus on targeted marking to move learning on.

Ensure scaffolding for ALL pupils in all subject areas and use of Ordinarily Inclusive Practice document to adapt the curriculum for SEND learners.

Improve outcomes in spelling for all children with a new spelling scheme

Further embed Rosenshine's methodology into our teaching and learning in all curriculum areas

Ensure consistency in the teaching of phonics across EYFS and KS1 with a focus on getting children reading as early as possible

Personal Development - Improve field trips out locally to improve 'cultural capital' and understanding of 'community'.

Increase resilience of pupils within school

Responsibility - influence leadership roles in all year groups. Eg Prefects, Sports Leaders

Increase awareness of diversity and acknowledging people's differences

Look at 60 minutes of active learning within each day and focus on those who are less active.

ST MARY'S
CofE (AIDED)
PRIMARY
SCHOOL,
PULBOROUGH

2025 - 2026

Behaviour and Attitudes Focus on the new 2025 KCSIE and the WSCC audit of safeguarding.

Review of pupils with behavioural difficulties and the use of Ordinarily Inclusive Practice document to meet the needs of pupils.

Zones of Regulation to be further embedded to help pupils manage their behaviour effectively.

Focus on high expectations for all pupils across all areas of the curriculum

Leadership and Management

Focus on tailored support for Middle Leaders - supportive observations by subject leaders to create a culture of shared CPD and develop subject knowledge.

Middle leaders to articulate provision and adaptations in their subject area. Leaders should ensure that in completing their curriculum review, it is clear how pupils' learning builds from early years and how it meets the needs of SEND and G&T

Look at the extension of the Senior Management Team

Learning Environment - Staff and children wellbeing - Designated wellbeing leads established and are reflective about staff wellbeing

Quality of learning, collaboration and the variety of curriculum areas to be reflected in the learning environments.

Reading importance reflected in the learning environments and through engaging reading material in the National Year of Reading

Vocabulary displayed and referred to in every lesson and on working walls with knowledge organisers.

EYFS (+Y1)

Vocabulary taught explicitly with NELI programme for children with speech and language difficulties.

Provide language rich areas of learning in each session with adults coming alongside each activity to enhance vocabulary.

Higher percentage of children able to write a sentence or phrase - daily fine motor and writing opp

Focus on letter formation linked to phonics

Focus on early reading whilst sharing high quality texts

SIAMS foci

Enable staff to recognise spiritual opportunities across the curriculum and to explore them more deeply with pupils and ensure these are present in subject handbooks.

Expand opportunities for pupils to deepen their understanding of living in a multicultural and diverse world.

Provide opportunities for pupils to use their knowledge and understanding to plan, lead and evaluate collective worship as true spiritual partners.

Visits and visitors to places of worship and to engage with leaders within different faiths.