

Achievement - Curriculum focus – Improve outcomes for end of KS2 in all areas of the curriculum

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/adaptations 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 and well-being – Improve field trips out locally to improve 'cultural capital' and understanding of 'community'.

Increase resilience/perseverance of pupils within school within character education

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

Pupil voice on wellbeing to help us improve areas within the school

Attendance and Behaviour

Improve attendance for children with SEND/PPG and those children classed as 'Persistently Absent'.

Behaviour – review behaviour policy with tiered approach to behaviour so staff are confident in dealing with low level concerns in classrooms to strengthen teaching and learning

Early Years - Vocabulary taught explicitly for whole class and provide language rich areas of learning in each session with adults coming alongside each activity to enhance vocabulary. SHREC implemented

Implement NELI programme for children with speech and language difficulties.

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

Focus on handwriting policy/letter formation linked to phonics

Focus on early reading whilst sharing high quality texts – story sacks/nursery rhyme sacks to go home to parents

Use of Evidence Me for Assessment of EYFS and expand – what does assessment look like?

Safeguarding – SCR audit actions to be completed

Focus on the new 2025 KCSIE and the WSCC audit of safeguarding for all staff in annual training,

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.

Inclusion – Inclusion Plan for inclusion base and review of White Paper actions for SEND provision

Develop Inclusion Manager Lead and develop intervention impact review

Attendance for SEND/PPG improved across the terms with embedded policy around attendance

Sensory room created – to meet the sensory needs of pupils and expand on sensory corners

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

2026 - 2027

Curriculum & Teaching - Curriculum review – set up parent group to look at where we are with this

Handwriting progression across the school to ensure consistency from EYFS to Y6

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

Review RHE and PE following curriculum updates from the DFE

Review Early Years curriculum to balance history, Geography and People who help us topics for the cyclical learning

SIAMS focus

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

Leadership and Governance

Develop the new SLT and their roles within leadership of the school

RHE curriculum/PE curriculum reviewed to ensure we have met new expectations

Review quality of minutes for all Governor meetings