

Overview of Key Priorities and Actions for 2025-2026

1: Leadership & Governance and Safeguarding	2: Curriculum & Teaching, Achievement, Inclusion & EYFS	3: Attendance & Behaviour, Personal Development & Wellbeing
<p>To embed a culture of continuous improvement through coaching and professional learning.</p> <p>Coaching, mentoring and effective PD cycles are implemented so that subject leaders are proficient and skilled in their area.</p> <p>To carry out a safeguarding audit and develop any actions.</p> <p>To embed and develop links between governors and staff to support school improvement, particularly in subject leadership.</p> <p>We will continue to build on our strong financial foundations by refining strategic planning processes, ensuring every resource is used effectively to enrich pupil experiences and outcomes.</p> <p>To embed sustainability within the school by appointing a sustainability lead and developing a climate action plan in line with the DfE's <i>Sustainability and Climate Change Strategy for Education</i>.</p>	<p>To continue building a cumulative and carefully sequenced curriculum that is accessible and ambitious for all. Teachers understand where their plans fit into a wider progression of skills for each subject.</p> <p>To continue improving academic outcomes so that they are in line or above national average.</p> <p>To provide high quality CPD including coaching and professional learning that enables all teachers to deliver a consistent, evidence informed pedagogical approach.</p> <p>To place strong focus on ensuring our underserved learners receive targeted, high-quality support to help close attainment gaps and promote equity.</p> <p>Through our early years provision, to ensure all children have the very best start in life, as stipulated in the updated EYFS framework.</p>	<p>To identify and support parents to eliminate the barriers to children attending school daily and on-time.</p> <p>To foster a culture of well-being across the school community by promoting emotional resilience, positive relationships, and mental health awareness among pupils, parents, and staff.</p> <p>To improve break and lunch provision and develop opportunities for pupils through OPAL play, linking with the school's values.</p> <p>To embed the updated behaviour policy and foster a relational approach that utilises restorative practice.</p>
<p>1.1 To ensure leadership at all levels brings about sustainable school improvement.</p> <p>1.2 Implement regular staff training around pedagogy using <i>Walkthrus</i> that is evidenced through monitoring and embedded in the T&L policy.</p> <p>1.3 To ensure CPD is effective for staff and utilises a coaching approach.</p> <p>1.4 To ensure rigorous and thorough safeguarding systems and processes are in place, evidenced through external audit.</p> <p>1.5 To further embed the school's vision and values to meet the needs of the community that we serve.</p> <p>1.6 To evidence that Governors are an integral factor in whole school improvement.</p> <p>1.7. To strengthen governors' understanding of the quality of education across the full curriculum by providing training and regular information on the impact of teaching in foundation subjects, enabling them to offer informed support and challenge to school leaders.</p> <p>1.8 To maximise the impact of funding streams such as Pupil Premium and Sports Premium and investigate income streams to maintain financial sustainability.</p> <p>1.9 To extend opportunities beyond the classroom, including cultural, sporting, and outdoor learning.</p> <p>1.10 To name sustainability lead & develop climate action plan for approval by governors which will be shared with staff. Pupils and staff will be able to articulate the school's sustainability priorities.</p>	<p>2.1 To embed a high-level whole school curriculum intent that reflects our community.</p> <p>2.2 For Outcomes for GLD, PAC, MTC & KS2 assessments to be in line with or above National data.</p> <p>2.3 To develop our Early Years offer and practice through high quality interactions, oracy and impactful continuous provision.</p> <p>2.4 To continue to effectively develop strong early reading, oracy and knowledge of number and mathematics.</p> <p>2.5 To ensure all staff use data, including assessment, effectively to inform their practice, carefully and systematically checking for gaps and address pupils' errors and misconceptions precisely.</p> <p>2.6. To ensure teachers have an understanding of the Surrey OAP and can confidently implement reasonable adjustments to support children both inside and outside of the classroom.</p> <p>2.7 Embedding inclusive teaching practices across all classrooms, with a focus on adaptive teaching.</p> <p>2.8 To ensure all physical spaces, indoor and outdoor, are conducive to effective learning for all.</p>	<p>3.1 To closely monitor whole school attendance and implement appropriate intervention and support to reduce persistent absence.</p> <p>3.2 To ensure sensory and therapeutic provision continues to reduce suspensions and less incidents of dysregulation.</p> <p>3.3. To implement a whole school approach to wellbeing through effective implementation of our Wellbeing Policy.</p> <p>3.4 To review staff deployment across the school, ensuring staffing is having a positive impact on children.</p> <p>3.5 To improve the provision provided at playtimes and lunchtimes so all children are able to engage in a more structured provision via OPAL play.</p> <p>3.6 To improve attendance to extra curricular clubs and foster wider opportunities to develop cultural.</p> <p>3.7 To provide additional CPD to staff which supports the updated behaviour policy further embeds the emotional coaching approach.</p>