School Improvement Priorities 2025/26

To establish a comprehensive assessment system and strong quality assurance processes to support effective delivery of the new curriculum and monitor pupil progress.

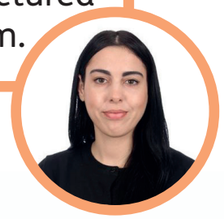
To develop a structured weekly safeguarding update system to ensure staff remain informed, confident, and proactive in fulfilling their safeguarding responsibilities.

To establish a total communication approach, ensuring all pupils have personalised strategies that support access to learning.

To ensure all staff will consistently deliver Read Write Inc. supported by monitoring and refresher training to ensure high-quality teaching of reading.

To provide all staff with personalised professional development opportunities to promote skills and reflective practice.

To facilitate pupils to engage in enriching community experiences and Forest School provision through a structured and safe visit system.



To ensure parents and carers are more involved in school life and empowered through training, improving home-school collaboration.

To ensure pupils will have more consistent daily routines, supporting self-awareness of their behaviour, and staff will use an online behaviour recording system enabling greater analysis.

To produce a structured personal development and PSHE education, including an enrichment pledge, promoting holistic growth.

To support staff to create SEN-friendly environments to enhance regulation, comfort, and access to learning for pupils.

To improve staff knowledge around sensory processing and develop a sensory screening pathway for all pupils in the school.

To enable pupils to access a structured careers curriculum and meaningful work experience that prepares them for future pathways.

To embed an effective and strategically aligned Senior Leadership Team with clearly defined roles and responsibilities, working collaboratively across sites to lead whole-school improvement.

To implement a coherent, spiraled curriculum that revisits and deepens key knowledge and skills over time.

SAFETY LEARNING INDEPENDENCE COMMUNICATION ENGAGEMENT