

Priority 1: Improve Qualification OUTCOMES to meet or exceed our place within the family as defined in the FLAW (Family, LA, AWCDS)

1	To establish a robust system of monitoring and review that drives continuous improvement in teaching, learning and outcomes across all subject areas
2	A clear process of target setting and monitoring, so that all pupils have a clear understanding of their progress
3	To build a pupil culture which is marked by embracing their education and futures with excitement and self-belief
4	To build a staff culture that seeks the highest attainment for each child

Priority 2: Raise wellbeing, attendance and outcomes for disadvantaged Learners

1	Strengthen whole-school identification and tracking of disadvantaged learners to ensure barriers to achievement are accurately identified and addressed
2	Ensure disadvantaged learners consistently experience high-quality teaching and appropriate academic support
3	Improve attendance and engagement of disadvantaged learners through early identification and targeted support.
4	Strengthen belonging, well-being, aspiration and participation for disadvantaged learners
5	Develop a whole school culture of high expectations and shared responsibility for disadvantaged learners

Priority 3: Continue to improve the effectiveness of teaching to promote strong progress in learning and outcomes

1	All teaching staff are familiar with the Core 10 teaching routines and strategies and apply them in the classroom to support and improve consistency of approaches across the school
2	All teaching staff engage in a culture of continuous professional learning, using coaching to strengthen and refine classroom practice
3	Middle leaders are skilled in providing coaching support to their staff to improve standards in teaching and learning
4	Raised levels of teacher expectation in classrooms across all departments
5	Teachers plan for progress, clearly demonstrate the learning process to pupils and employ strategies to support and gauge progress in learning during lessons
6	Teachers consistently provide feedback that is meaningful and actionable and pupils respond by routinely correcting and improving their work
7	Teachers adhere to the behaviour policy and promote positive learning behaviours

Priority 4: Improve literacy skills, build a culture of reading and the development of advanced reading skills

1	Embed higher order reading skills - focusing on advanced comprehension strategies, academic text analysis, and Tier 2/3 vocabulary acquisition - into every subject curriculum at KS3
2	Establish a sustained school-wide culture of reading
3	Systematically identify reading gaps using standardised baseline data to deliver structured, small-group fluency and comprehension interventions which improve outcomes for struggling readers
4	Effective, termly monitoring of progress made towards ongoing improvement in writing skills across the curriculum from 2025-2026

Priority 5: Raise standards in mathematics and numeracy by improving pupils' conceptual understanding, fluency, reasoning and ability to apply mathematical skills

1	Strengthen the quality and consistency of mathematics teaching to improve pupils' conceptual understanding, fluency, reasoning and problem-solving skills
---	---

2	Develop and embed a consistent whole-school approach to numeracy that enables pupils to develop and apply essential mathematical skills confidently and independently across the curriculum and in real-life contexts
Priority 6: Improve attendance as a key strategy for pupil progression	
1	Develop a strong culture of improving attendance that is promoted and monitored by all staff and understood by all stakeholders
2	Strategically monitor and analyse attendance data rigorously - quantitative and qualitative to improve KPIs
3	Implement strategies to improve attendance
Priority 7: Improve the quality and effectiveness of Senior and Middle Leadership to ensure a positive impact on pupils' learning and outcomes	
1	Ensure that school leaders, including governors, are driven by our school vision of achieving the highest levels of attainment for each child.
2	To enhance the effectiveness and impact of self-evaluation and improvement planning, to ensure continuous improvement in the quality of teaching and student outcomes
3	To develop a coherent, evidence-informed, sustained and evaluative approach to professional learning that builds staff capacity, strengthens classroom practice and improves pupil progress.
4	Foresee wider areas needing significant attention going forward