

Key Priorities for Year 2025-26

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1. Leadership & Management	The leadership embodies the vision of the federation driving high standards and expectations across schools and collaborations developing leaders at every level.
2. Quality of Education	To maintain a consistent culture of expert teaching across the federation by embedding six core principles into everyday classroom practice – improving learning, reducing teacher workload, and driving sustained school improvement.
3. Behaviour and attitudes	School culture, systems and provision support excellent standards of learning and personal development.
4. Standards	Attainment and progress in maths is increased for all children with a focus on challenge at all levels.

1. Leadership & Management	
Leadership and Management: The leadership embodies the vision of the federation driving high standards and expectations across schools and collaborations developing leaders at every level.	
Aims	<ul style="list-style-type: none"> ✓ SLT and Year/Phase leads are instrumental in the continual development and succession planning of all members of their team leading to high levels of wellbeing ✓ Secure strong strategic partnership in the quality of education through quality first teaching to develop consistency in the experiences of all children; raising achievements and sharing inclusive practice, taking strengths from all schools ✓ Assessment systems are quality assured meaning that the resulting data is reliable due to quality assurance and moderation. Leaders and teachers are supported by robust assessment that allow them to easily identify gaps in learning, address misconceptions and deploy timely intervention. As a result, most pupils are independent self-regulated learners ✓ Continue robust assessment, tracking and provision management for SEND and safeguarding ✓ Delivery of whole school training on neuro inclusive whole school practice ✓ Pupil progress and attainment in language and communication, reading and writing for disadvantaged pupils is above national expectations because of feedback and marking that is clearly planned into sequences of learning at appropriate points to accurately assess pupil progress and attainment ✓ Explore and develop areas in practice where there is close alignment between schools; sharing and developing staff expertise across sites through professional development

2025 – 2026 KEY PRIORITIES

- ✓ IT Systems Analysis and Replacement Planning is audited and reviewed across the federation

2. Quality of Education

Quality of Education: To maintain a consistent culture of expert teaching across the federation by embedding six core principles into everyday classroom practice – improving learning, reducing teacher workload, and driving sustained school improvement.

Aims

- ✓ Deepen staff understanding of the 6 Expert Teaching Principles: Incremental Challenge, Precise Explanation, Layered Modelling, Powerful Questioning, Deliberate Practice, Feedback to Feedforward
- ✓ Enable high-quality, low-workload implementation in lessons
- ✓ Support professional growth through coaching, observations and, peer feedback
- ✓ Promote visible teaching behaviours through monitoring and celebration
- ✓ Capture pupil and staff voice to evaluate learning experience
- ✓ Evaluate impact and sustain through reflection and adaptation
- ✓ Embed principles in Subject and Phase Leadership
- ✓ Connect to Wider Research and Inclusion Priorities

3. Behaviour and attitudes

Behaviour and attitudes: School culture, systems and provision support excellent standards of learning and personal development

2025 – 2026 KEY PRIORITIES

Aims	<ul style="list-style-type: none"> ✓ Behaviour systems are managed consistently across the sites leading to excellent conduct and uninterrupted learning. ✓ Teaching children to develop and embed a sequenced, inclusive behaviour curriculum that ensures all children are equipped to self-regulate, thrive socially and emotionally, and succeed academically in a safe, respectful, and inclusive environment. The curriculum will teach: <ul style="list-style-type: none"> - systems - behaviour and expectations - learning behaviours - regulation - metacognition - equity - e-safety ✓ Team Teach training in personal safety, risk reduction strategies, and a range of positive handling and interventions supports de-escalation of behaviour incidents. ✓ Build strong relationships and work jointly with families, listening to and understanding barriers to inclusion and working in partnership using dynamic risk assessments reducing persistent absence. ✓ School consistently promotes the extensive personal development of pupils and provides opportunities for pupils to develop their talents and interests of exceptional quality.
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4. Standards

Standards: Attainment and progress in maths is increased for all children with a focus on challenge at all levels.

Aims	<ul style="list-style-type: none"> ✓ All teachers to accurately use AFL to identify next steps in planning and teaching maths and use this to inform and personalise planning ✓ Teacher to understand what good progress for a WTS child, ARE child and GDS child looks like throughout each lesson and over each unit
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2025 – 2026 KEY PRIORITIES

- ✓ Teachers to confidently plan from pupils' starting points, accurately using the progression maps to understand the pre-requisite knowledge of a unit.
- ✓ Targeted CPD on fluency block and pedagogy in representations using bar models and manipulatives for all supporting fluent recall and mental calculation strategies.
- ✓ All teachers to confidently assess pupils'/year group attainment 3 times a year and use gap analysis to inform whole class teaching, pupil conferencing and pre-teach sessions.
- ✓ All teachers to use targeted questioning to skilfully scaffold and deepen learning.
- ✓ Teachers in from EYFS to Year 5 to teach Mastering Number with fidelity to improve attainment and progress outcomes.
- ✓ ECTs and teachers new to the school understand HLF Maths policy and practice.
- ✓ Targeted CPD on the use of concrete resources and manipulatives to aid understanding.
- ✓ Pupil progress and attainment is above national expectations because of maths assessments that: - are clearly planned into sequences of learning at appropriate points to accurately assess pupil progress and attainment.