



Benyon Primary School

Key School Improvement Priorities in 2026 - 27

- 1) **To continually improve and reflect on the quality and consistency of effective teaching (100% graded good and 50% outstanding) across the school through a focus on:**
 - High levels of pupil engagement in learning
 - High levels of cognitive challenge
 - Excellent use of assessment to support learning within lessons through effective questioning & feedback
 - Well differentiated pupil tasks that enable all pupils to demonstrate independence and rapid progress in their learning.
- 2) **To maintain high standards in reading, writing, maths and phonics across the school through the use of effective assessment and monitoring systems by**
 - Increasing the percentage of pupils achieving the combined expected standard and GDS in Reading, Writing, and Maths —by the end of each academic year, with a particular focus on Year 6 SATs outcomes.
 - To ensure all pupils, particularly those in early years and Key Stage 1, develop strong phonics knowledge to support reading fluency and comprehension so that attainment is at least in line with National; particular focus on disadvantaged.
 - To improve parent's and carer's understanding of the impact of poor attendance on attainment in Reception and Year 1, thereby increasing attendance rates and improving outcomes in these year groups.
 - Ensure pupils in vulnerable groups, across the school, make good progress in line with expectations.
- 3) **To embed the use of the SEND hub and supporting provisions to supplement classroom practice and meet the needs of vulnerable pupils including those with complex needs.**
 - To ensure that high needs pupils have access to high quality resources and adaptive timetable, delivered consistently, to enable them to make good progress from their starting points and personal targets.
 - Develop LSAs through targeted CPD, so that they have the specialist knowledge to deliver specific interventions e.g. TACPAC, Speech and Language, Attention Autism and Phonics
 - Pupils are identified for wave 2 interventions, that supplement classroom practice, which are tracked closely to enable pupils to make accelerated progress.
 - Adaptations in classroom practice ensure accessibility for all to the curriculum offer.
- 4) **To ensure consistency in teaching and learning across EYFS that is rooted in high expectations**
 - Create a stimulating, inclusive, and well-organised learning environment that promotes independence, curiosity, and engagement across all areas of learning.
 - Ensure all staff consistently engage in high-quality interactions that extend children's thinking, language, and learning.
 - Embed ongoing, accurate, and meaningful assessment practices to inform planning and support individual progress.
 - Deliver a broad, balanced, and ambitious curriculum that builds on children's interests and supports progression across all areas of learning.
 - Develop CPD directed towards EYFS staff that improves outcomes and standards for all pupils.
- 5) **To ensure that middle leaders have appropriate distribution of responsibility and set consistently high expectations of all stakeholders and develop understanding of accountability:**
 - **Phase Leads** (EYFS/KS1/KS2)— effective analysis of interim assessments across the phase and actions to ensure progress for all; performance management and coaching of teachers within their phase; effective and rigorous mentoring of ECTs/students to ensure high expectations for quality teaching and learning are met by all.
 - **Year Leads** - effective analysis of interim assessments and actions to ensure progress for all; analysis of impact of Wave 2 Interventions; performance management of LSAs and coaching of teachers within their phase;
 - **Curriculum Leads** – successful application of quality mark for given subject; clear action plan to develop subject; confident ownership of subject area and proactive approach to sourcing and implementing new initiatives promoting high expectations and consistent outcomes throughout the Trust. Development of subject enrichment days (1 subject per ½ term). Each subject has planned opportunities across each year group of enriching educational visits to immerse children in learning focus
 - **Outreach support** – Class Teachers to work with other year group/ curriculum leads in Catalyst schools in planning and teaching and learning; monitor and ensure central drive is updated and resources are all accessible.
 - **System Leadership** – Contribute to training programmes for students and ECTs; training sessions led by outstanding practitioners. STEM Science/ ENTHUSE Partnership.
 - **New Lead teachers, Support staff ECTs, Student Teachers**, Effective training and support programme (Professional development) using new guidance/ training for ECTs, student teachers and apprentice LSAs.