



THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"

School Improvement Priorities

2026-2027



1. ACHIEVE

Building on the significant improvements in teaching, curriculum development and outcomes over recent years, our priorities focus on securing consistently excellent learning experiences for all pupils. We will continue to refine our curriculum, strengthen teaching through shared evidence-informed approaches and ensure that assessment informs responsive teaching. Particular attention will be given to developing pupils' communication, language and writing skills, strengthening mathematical understanding and ensuring that children in the Early Years receive the strongest possible foundations for future success. Alongside this, we will further enrich children's experiences through meaningful partnerships with the wider community and continue to develop our outdoor learning provision through the OPAL programme.

Strategic Area 1.1

Curriculum, Teaching and Assessment

- Develop and embed a shared, evidence-informed approach to teaching and learning across the school.
- Continue to improve the quality of writing and outcomes in writing across all year groups.
- Develop pupils' oracy skills to strengthen communication, confidence and learning.
- Continue to develop the teaching, learning and achievement of mathematics.
- Further refine assessment systems to ensure timely identification of need and responsive teaching.

Strategic Area 1.2

EYFS

- Strengthen early intervention in the Early Years to accelerate progress from children's starting points.
- Develop Personal, Social and Emotional Development (PSED) to support children's readiness to learn and thrive.
- Enhance communication and language provision in the Early Years to build strong foundations for future learning.

Strategic Area 1.3

Personal Development and Wellbeing incl Global Citizenship

- Strengthen partnerships and engagement with parents, organisations and the wider community to enrich learning opportunities.
- Work towards achieving OPAL Platinum status, further enhancing play, wellbeing and personal development for all pupils.

2. Belong

This year, our SEND priorities focus on ensuring that every child feels understood, included and empowered to succeed. Through a strong understanding of individual needs, effective adaptation of our provision and a nurturing approach, we aim to further remove barriers to learning and participation. We will support pupils to develop independence, self-regulation and ownership of their learning while fostering a strong sense of belonging within the TDS community. Ultimately, we want all SEND pupils to thrive academically, socially and emotionally, with attendance and engagement reflecting their positive experiences in school.

Strategic Area 2.1

Inclusion

- New children settle quickly and develop a strong sense of belonging at TDS
- Staff know, understand and adapt sensitively to individual needs and barriers within our core provision
- SEN pupils develop greater ownership of their learning and next steps

Strategic Area 2.2

Attendance and Behaviour

- Children use a range of tools and strategies to regulate their behaviour independently
- SEND attendance is in line with that of all pupils across the school.

3. Thrive

This year, our priorities focus on strengthening inclusion, safeguarding, leadership and governance to ensure the best possible outcomes for all pupils. We are committed to understanding and responding to the needs of our increasingly diverse community, ensuring that every child feels safe, valued and heard. Alongside this, we will further develop leadership capacity across the school, embed robust systems and processes, and work strategically with governors to secure effective oversight and long-term sustainability. Through thoughtful planning and collaboration, we will also begin shaping the future curriculum to ensure it continues to meet the needs of all learners.

Strategic Area 3.1

Safeguarding

- Ensure Band A EAL pupils' voices are heard and acted upon to develop a deeper understanding of their lived experiences, backgrounds, wellbeing and any potential safeguarding concerns
- Implement StaffSafe across the school to improve the recording, monitoring and management of low-level concerns
- Deliver bespoke safeguarding workshops for adults and children in response to identified safeguarding themes and emerging needs

Strategic Area 3.2

Leadership and Governance including Ethos

- Successfully manage the redistribution of HR, Operations and Finance responsibilities to maintain effective organisational leadership
- Empower middle leaders to champion and drive excellence within their subject areas
- Ensure governors understand and enact the new scheme of delegation effectively
- Review the curriculum in preparation for implementation from September 2027, ensuring it remains ambitious, inclusive and responsive to pupils' needs