

# School Development and Improvement Plan 2025-2026

*Purposeful Teaching, Empowered Learners, Connected Curriculum*

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**Purposeful Teaching:** High-quality, inclusive lessons through Quality First Teaching and data-informed planning.

**Empowered Learners:** Executive functioning strategies to build self-awareness, independence, and engagement.

**Connected Curriculum:** Standardised planning format to ensure coherence and help pupils make meaningful links and focused support to address knowledge gaps and raise achievement for all.

#### Priority One: Quality First Teaching at Bramber Primary School.

- ✓ By the end of the academic year, all teaching staff will demonstrate consistent application of Quality First Teaching strategies, as evidenced by lesson observations and pupil work, ensuring the academic needs of all pupils, including those with SEND, are effectively met.
- ✓ By the end of the Spring term 2026, establish a whole-school approach to identifying and addressing pupils' prior knowledge gaps, especially in non-core subjects, to enhance knowledge retention and deepen understanding.
- ✓ By the end of the Summer Term 2026, ensure all teachers use the new data tracking system effectively to inform future planning and interventions, leading to measurable improvements in pupil attainment and progress across all curriculum areas.

#### Priority Two: Develop Executive Functioning Understanding and Strategies

- ✓ By the end of the Spring term 2026, all teaching and support staff will have a comprehensive understanding of executive functioning and its impact on learning, evidenced by completion of targeted professional development and staff feedback surveys showing at least 90% confidence in applying this knowledge.
- ✓ By July 2026, develop and implement a whole-school framework to explicitly teach pupils about executive functioning skills, including self-awareness as learners and strategies to manage themselves, with evidence of implementation in at least 80% of classrooms.
- ✓ By the end of the academic year, pupils will demonstrate improved self-regulation and learning behaviours, measured by a 20% increase in pupil self-assessment scores and teacher observations relating to executive functioning skills in at least 75% of pupils.

#### Priority Three: Improve the quality of teaching and learning in key areas to raise the standard in pupils' core skills and overall written communication.

- ✓ Improve recall and accuracy of Multiplication Facts across the school, from Year 2 onwards to support wider mathematical reasoning and problem solving.
- ✓ Enhance Grammar, Punctuation and Spelling (GPS) knowledge and application for all pupils across Key Stage 1 and 2.
- ✓ Enhance handwriting and presentation to ensure clarity, legibility and pride in written work.

#### Priority 4: Establish and embed a standardised, high-quality long-term and medium-term curriculum planning format to ensure consistent, coherent and efficient curriculum delivery across all subjects.

The review of our planning process and the development of standardised planning formats will further enable teachers to deliver sequenced learning that progressively builds knowledge and skills across year groups and subjects. This consistency will support closing learning gaps, deepen pupils' understanding, and improve knowledge retention, enhancing pupil outcomes.