

EMLM

School Improvement Priorities

2025-2026

‘Success for Everyone...’

Introduction:

The main aim of our School's Improvement Priorities (SIP) is to raise standards in all aspects of our provision. It is a working document and maps out our lines of enquiry for the evaluation and monitoring of EMLM. It allows us to have clarity about our strengths and areas to develop within the school. The identified areas of development become actions for improvement and form a basis for evaluation of the intended outcomes. This is a working document.

All staff, which includes the senior leadership team, teaching and non-teaching staff, have been involved in looking at where the school is at the current time. We have considered all the outcomes of our Ofsted inspection in May 2024, LA safeguarding and SEND audits and the current needs of learners.

Responsibility for monitoring the plan rests with the Leadership Team. Members of the team are responsible for overseeing the development of each section of the plan as well as constructing the working document into this form. Accountability for all actions in the plan ultimately rests with the Leaders in school and Board Members.

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Priority 1		Curriculum - To ensure all staff are fully familiar with how the curriculum is adapted to support assessment, reintegration, and educational outcomes for learners working within these areas. A flexible and responsive approach will be adopted, enabling all learners to successfully meet their individual outcomes, regardless of their starting points or learning context.		
Why is this a priority?	Core Actions to drive improvement: What? How?	Cost	Milestones: What will success look like?	Date of Evaluation
Staff: Continue to build on Subject knowledge, knowledge of the processes in the planning and teaching of lessons and adapt accordingly - Staff have an in-depth understanding of starting points of each learner - Staff to ensure work given to learners builds fully on what they already know - Ensure diagnostics/ interventions are in place - Ensure lessons are short, engaging and fast paced - Consistency of practice - Consistency in linking learning to interests of Learners Learners: - Gaps in Learning, in particular literacy and numeracy skills - Ensure consistent opportunities are provided to retrieve knowledge previously learned	What? Staff subject knowledge of key concepts/approaches - Assessments on Learners in key skills for baseline of their starting point - Sequence of lessons which show progression - Ensure learners build fully on what they know and challenge and extends learning further - Develop pedagogy and subject knowledge of KS2, KS3 & KS4 - Shared understanding of metacognition - Shared promotion of growth mindset Teaching - Use of key vocabulary, modelling, scaffolds and non-negotiables - Consistency on spaced practice and retrieval opportunities to support understanding and long-term memory gain - Curriculum to support challenge and expectations - Resources are high quality and used in all lessons - Link learning to interest of learners - Educational visits planned and linked to wider curriculum, personal development and opportunities - Planned visits by local communities/companies to promote career opportunities and possibilities Consistency - Modelled exemplars shared and discussed - Weekly QA of books and planning and feedback given individually How? Training: - Whole staff training during INSET days, followed by spaced CPD in order that staff can rehearse and practice - Leaders in school to support on-going coaching, live modelling 'in the moment' and to provide/model regularly - SLT ongoing dialogue with staff to ensure consistency - SLT regular drop-ins and learning walks to identify where support is required		All staff have the highest expectations of all pupils, irrespective of background or perceived barriers to learning and starting positions Short term: - Clear and appropriate progression in knowledge and skill acquisition and the curriculum meets the needs of all learners - Lessons/Planning adapted as/when required - Learners are confident and are beginning to articulate information and learning Medium Term: - Learners know and can access different paths of learning and possibilities - Learners able to select and use appropriate resources to support their learning - Staff and Learners are resilient learners Long Term: - Learners are engaged and motivated in learning and can discuss in depth what they have learnt over time - Educational visits are meaningful and purposeful	

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Priority 2		Interventions: Intervention programmes are based on the identification of learners' needs and promote success, well-being and unlock the full potential of all learners. Interventions will be timely, meaningful, and personalised, in-school or outreach work, maximise individual growth and ensure that all interventions are impactful and evidence driven.		
Why is this a priority?	Core Actions to drive improvement: What? How?	Cost	Milestones: What will success look like?	Date of Evaluation
Staff: - Understand the value of consistent, timely interventions - Understand how they can adapt and amend their input, resources and scaffolds - Require guidance on using evidence informed interventions and how this moves learners forward - To use attainment and ongoing assessment to guide teaching, planning and interventions Learners: - Revisit key concepts and skills and practice in various context	What? All teaching staff are confident in understanding different types of interventions and how they impact the development of learners - Know what type of intervention to use (EEF) and for how long-consistency is key 1-1/small group/large group and delivered by who? - SLT to observe and monitor interventions led by all members of staff - SLT and staff to have weekly dialogue around interventions taking place and what works/could be improved etc - Learners are able to engage in interventions - Different types of interventions are used to support learners - Leaders to monitor effectiveness of how interventions are being used to support their learning How? Training: - Staff inset sessions on the importance of interventions, assessment, pedagogy, cognitive overload and spaced learning practice, retrieval practice and how to maximize effectiveness across different units of learning - Keep baseline, mid-term and end of intervention records - Evaluate effectiveness of interventions -share finding with all staff regardless of outcomes -as shared discussion can lead to alternate methods and strategies		Short term: - All staff to successfully engage in a form of intervention with groups of learners - which show clear impact - Leaders to ensure via weekly QA & Learning walks this is taking place - Staff and leaders to celebrate success of interventions - Learners have boost required to engage in learning Medium term: - Staff have access to high quality intervention to support the learning process - Interventions form part of daily plans and practice - SLT track interventions weekly and ongoing discussion with staff regarding any barriers and how to overcome these Long term: - Consistency in embedding interventions and learning opportunities is demonstrated through book study and learner outcomes - SLT will rag rate interventions and share evidence of what works and why with all staff	

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Priority 3		Learning mentors - To develop and enhance the role of Learning Mentors by empowering them to understand the underlying reasons why our learners become dysregulated. Learning Mentors will be equipped to provide consistent support through the development of meaningful, trusting relationships and the delivery of targeted interventions that guide and support learners effectively		
Why is this a priority?	Core Actions to drive improvement: What? How?	Cost	Milestones: What will success look like?	Date of Evaluation
All Staff: - will build respectful, trusting relationships with all learners Learning Mentors will: consistently apply relational model approach with all stakeholders - Understand and respond accordingly to the journey learners have had to date Learners: - Learners will feel safe and supported - Consistency in relationships will allow them to experience healthy attachment	What? All teaching staff are confident in building relationships with learners so that positive learning experiences can flourish within the classroom - Staff understand the need to build good relationships and connections with all learners - Staff have deeper understanding regarding the factors relating to our learners – attachment, attendance, rejection, systemic, attitudinal etc - Staff develop and maintain strong relationships between families and carers -signposting them for support as/where necessary - Provide explicit instructions by modelling the skills and understanding required to develop non-judgmental listening/responses - Use Behaviour Relational Policy scripts to support when learners dysregulated - Learning Mentors to ensure regular interventions take place consistently -baseline, mid-term and end of term intervention records kept - Weekly discussion with SLT regarding interventions -whether in school or outreach and what impact has been to date How? Training - Regular CPD on: attachment, Relational model and cognitive overload - Interventions and how they have to take place within set time periods to have most impact - Strengthen strategies used when de-escalating heightened emotions - SLT model and provide live ‘in the moment’ feedback to enhance practice		Short term: - Create a culture of respect -listening to all staff and learners to show understanding and support as/when necessary - Learners are given opportunities to discuss personal issues - Weekly intervention analysis -expectations and importance shared with SLT Medium Term: - Barriers are identified quickly and accurately, and the right support is targeted - Relationships are nurtured by everyday interactions by all staff and are celebrated throughout school life - Intervention/Attendance data analysis shows improvement and impact over time Long Term: - Learners can engage in dialogue and can justify and expand their ideas, deepening and consolidating their understanding through talk - Forensic analysis of Interventions to elicit attendance trends/patterns over time with resulting amendment of practice	