**EMLM**

# School Improvement Priorities 2026-2027

*'Success for Everyone…'*

**EMLM: School Improvement Priorities 2026-2027**

## Introduction:

As an independent specialist provision, we are committed to ensuring that every pupil, regardless of their individual needs, background or starting point, receives a high-quality education that enables them to thrive. Our school supports pupils with a wide range of special educational needs and disabilities (SEND), social, emotional and mental health (SEMH) needs, and many have experienced disruption to their education. A significant proportion of our pupils are Looked After Children (LAC) or other vulnerable learners who require highly personalised, evidence-informed provision to achieve positive educational, personal and, where appropriate, reintegration outcomes.

Our School Improvement Priorities (SIP) reflect our commitment to continuous improvement and are informed by a robust process of self-evaluation. In response to the evolving national education landscape, including the latest Department for Education (DfE) guidance and the emerging direction of SEND reform, we have deliberately narrowed our focus to two key priorities: **Adaptive Teaching** and **Foundational Knowledge**. These priorities recognise that high-quality adaptive teaching enables every pupil to access an ambitious curriculum, while secure foundational knowledge provides the essential building blocks for sustained progress, independence and lifelong learning.

By maintaining a clear and focused improvement strategy, we aim to strengthen the consistency and quality of teaching, maximise the impact of professional development, and ensure that timely support enables pupils to keep up with learning rather than relying on later catch-up interventions. This approach reflects our ambition that every pupil experiences success, develops confidence, and achieves the very best outcomes.

These priorities have been identified through rigorous self-evaluation and are informed by a range of evidence, including the outcomes of our Ofsted inspection (May 2024), Local Authority safeguarding and SEND audits, quality assurance activities, pupil progress information, stakeholder feedback, and the current and emerging needs of our learners.

The School Improvement Plan is a working document that guides our strategic development throughout the academic year. It will be regularly reviewed, monitored and evaluated to ensure that actions remain responsive to need and deliver measurable improvements for pupils. All staff, including the Senior Leadership Team, teaching staff and support staff, have contributed to evaluating the school's current position and identifying the actions required to achieve our shared vision for continuous improvement.

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| **Priority 1** | **Curriculum – Embed Adaptive Teaching**<br>To embed a consistent approach to adaptive teaching that enables every pupil to access an ambitious curriculum through responsive teaching, high expectations and effective use of assessment. | | | |
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| **Why is this a priority?** | **Core Actions to drive improvement:**<br>**What? How?** | **Cost** | **Milestones: What will success look like?** | **Date of Evaluation** |
| Many of our learner have SEND and have experienced disrupted education. Embedding consistent adaptive teaching will reduce barriers to learning, increase engagement and independence, and enable every learner to make meaningful progress from their individual starting points. | **What?**<br>Embed a consistent whole-school approach to adaptive teaching.<br>Strengthen teachers' use of formative assessment to inform responsive teaching.<br>Increase pupil engagement, independence and participation in learning.<br><br>**How?**<br>• Introduce the Adaptive Teaching Framework linked to Enhanced Teaching Toolkit (ETK)<br>• Deliver high-quality CPD linked to the EEF Five-a-Day Principles and current DfE guidance.<br>• Use coaching, live modelling and peer observations to develop classroom practice.<br>• Ensure adaptive teaching is a standing focus within lesson observations, learning walks and professional dialogue.<br>• Develop staff confidence in using assessment to identify misconceptions and next steps.<br>• Ensure lesson planning is responsive rather than reliant on fixed differentiation.<br>• Embed regular review of pupil progress and provision through pupil progress meetings.<br>• Embed consistent classroom routines and high expectations.<br>• Ensure scaffolding supports learning without creating dependency.<br>• Develop strategies that enable pupils to regulate, communicate and engage successfully. | | **Staff**<br>• All staff demonstrate consistently high expectations for every learner.<br>• Adaptive teaching is evident in all classrooms and matched effectively to pupils' needs.<br>• Staff confidently use formative assessment to adapt teaching in real time.<br>• Teachers demonstrate increased confidence in removing barriers to learning whilst maintaining curriculum ambition.<br>**Learners**<br>• Pupils access learning successfully regardless of starting point.<br>• Increased engagement, participation and independence during lessons.<br>• Pupils can explain what they are learning and how adults support them.<br>• Improved progress towards EHCP, academic and personal development outcomes.<br>• Improved attendance, engagement and readiness for reintegration where appropriate. | **Termly SIP review and SIP dashboard rag rating by HoS** |

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| **Priority 2** | **Securing Foundational Knowledge**<br>To ensure all pupils develop secure foundational knowledge, vocabulary and skills through an ambitious curriculum and timely "keeping up" support. | | | |
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| **Why is this a priority?** | **Core Actions to drive improvement:**<br>**What? How?** | **Cost** | **Milestones: What will success look like?** | **Date of Evaluation** |
| Many pupils join us with disrupted educational experiences and gaps in learning. By identifying and addressing misconceptions early through responsive teaching and timely "keeping up" support, pupils will develop the knowledge and confidence needed to access future learning successfully. | **What?**<br>Identify the essential foundational knowledge, vocabulary and concepts within every curriculum area.<br>Embed timely "keeping up" programmes to support pupils who require additional teaching.<br>Develop pupils' recall, retention and application of knowledge.<br><br>**How?**<br>• Review curriculum progression documents to identify the key knowledge pupils need to retain and apply.<br>• Develop curriculum maps that clearly identify foundational knowledge for each subject.<br>• Ensure staff have a shared understanding of the knowledge pupils need before moving to new learning.<br>• Use formative assessment to identify misconceptions and gaps as they arise.<br>• Deliver short, targeted interventions before pupils fall behind.<br>• Ensure interventions are closely aligned to classroom learning and curriculum expectations.<br>• Monitor the impact of keeping-up provision regularly.<br>• Embed retrieval practice and regular review within teaching.<br>• Strengthen vocabulary instruction across all curriculum areas.<br>• Provide repeated opportunities for pupils to revisit, rehearse and apply learning in different contexts. | | **Staff**<br>• Staff have a secure understanding of the foundational knowledge required within their curriculum areas.<br>• Teachers identify misconceptions early and adapt teaching accordingly.<br>• "Keeping up" provision is timely, purposeful and closely linked to classroom learning.<br>• Retrieval practice and vocabulary development are embedded across the curriculum.<br>**Learners**<br>• Pupils retain and apply key knowledge with increasing confidence.<br>• Learners access new learning more successfully because foundational knowledge is secure.<br>• Pupils demonstrate improved confidence, participation and independence.<br>• Improved progress towards curriculum, EHCP and personal outcomes. | |