



## School Improvement and Development Priorities 2025-2026

*Aspirations, Expectations, No Excuses – VINCAM – Together We Conquer*

Priority	Objectives
<b>Ofsted Target</b>	The school should ensure that the quality of the curriculum is consistent across all subjects, so that pupils learn as well as the school intends them to.
<b>Achievement</b> To improve pupil life chances by reaching National expectations in Maths, Writing, Reading and GPS whilst teaching a full range of subjects	<ul style="list-style-type: none"><li>• To ensure that learners are ready for their next stage of their education</li><li>• To ensure that at least the national expectation for progress is reached by year 6</li><li>• To ensure that at least the national expectation for attainment is reached by year 6</li><li>• Raise achievement in reading through explicit skill based teaching</li><li>• Continue to maintain/raise achievement in maths by using focussed intervention and identifying and then filling the gaps in learning</li><li>• Continue to maintain/raise achievement in writing by making sure that teachers challenge all pupils and expect improved and edited extended pieces.</li><li>• To make relevant revisions and adaptations to curriculum programmes of study, with a focus on identified knowledge gaps and assessment outcomes.</li><li>• Use existing assessment information and undertake relevant assessment, to inform the content and organisation of planned sequences of learning.</li><li>• Plan effective timely intervention and catch up strategies</li></ul>

<b>Curriculum provision</b>	<ul style="list-style-type: none"> <li>• Ensure our curriculum is broad, ambitious and sequential and is exemplified by the National curriculum via Edison Learning, Maths No Problem, The Croydon RE scheme, Purple Mash and JigSaw PSHE</li> <li>• Staff receive continuing training in areas of curriculum change in order to provide outstanding curriculum provision</li> <li>• Embed understanding of the curriculum strands developed in 24/25</li> <li>• Staff understand the previous curriculum journey of our pupils</li> <li>• The knowledge and skills required are progressively broadened so that the pupils build upon prior learning experiences</li> <li>• Offer a range of extra-curricular purposeful activities, visits, trips and visitors to complement and broaden what is being taught in class through skills and aspirations for life</li> <li>• Expand pupil's cultural capital through opportunities and activities that will enhance their knowledge and skills in order to understand the world better – e.g. celebrating and embracing the different backgrounds, heritage, language and traditions of all the children living in this country</li> <li>• Pupils become more aware of what they need to do to be successful by increasingly taking responsibility for their own learning.</li> <li>• Pre-teaching becomes a recurring aspect of the curriculum offer and is planned for pupils (individual/cohort) as required</li> </ul>
<b>Quality of Education</b>	<ul style="list-style-type: none"> <li>• Planning continues to be consistently good; planning contributes to effective teaching and good outcomes for pupils</li> <li>• A culture of sharing information and good practice re current protocols continues amongst staff</li> <li>• Continue to raise standards for all pupils including pupils with SEND through effective intervention which is programed and planned for</li> <li>• Promote flair in writing as a subjective element to GDS writing</li> <li>• Develop pupils' reading fluency in order to improve comprehension and impact their inspiration in writing</li> <li>• Pupils have sufficient opportunities to read for pleasure and as a result learn a wide repertoire of writing techniques</li> <li>• Pupils have sufficient opportunities to read at length and so increase their progress in reading</li> <li>• Pupils have sufficient opportunities to learn the skills required for effective comprehension</li> <li>• Subject specific vocabulary across all subjects is taught to induct pupils into the language which defines each subject in its own right</li> </ul>

	<ul style="list-style-type: none"> <li>• To expand the pupils capacity to learn through experiences – real, virtual and cultural</li> <li>• To continue to raise standards for pupils with SEND</li> <li>• Work towards reading ages being on par with at least chronological age in the majority of cases</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Continue to develop the strengths and areas for development of the school based leadership team</li> <li>• Continue to embed the role of the new Assistant Head Teacher (AHT) as a curriculum leader</li> <li>• Governors to continue to impact on the strategic direction and hold all leaders to account</li> <li>• Ensure that the performance management cycle facilitates good or better teaching and improved outcomes for all children</li> <li>• Ensure that all safeguarding procedures and policies are effective and communicated to all stakeholders</li> <li>• To successfully induct and support all new teachers and members of staff – including ECTs, ensuring that they have the relevant mentoring, support and CPD</li> <li>• To successfully induct and support all new governors, ensuring that they have the relevant mentoring, support and CPD</li> </ul>
<b>Behaviour and attitudes</b>	<ul style="list-style-type: none"> <li>• Continue to promote higher attendance levels i.e. target 2025/26 is 97%</li> <li>• Continue to promote positive behaviour</li> <li>• Continue to be a ‘telling’ school in order to combat bullying</li> <li>• Pupils acquire GRIT – in order to increase the desire to make improvements</li> <li>• School values, ethos, expectations and rules are firmly embedded with all pupils including those who are new to the school</li> <li>• British values and our school values are reflected in the behaviour of our school community</li> </ul>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• To ensure the mental health and well-being needs of pupils and staff are met</li> <li>• To continue the ‘Brain Buddies’ programme delivered by the MHST in order to develop strategies that help pupils regulate their emotions</li> <li>• Plan opportunities for pupils to lead learning</li> <li>• To tackle overweight and obesity levels within the school</li> </ul>
<b>WJGS marketing and reputation building</b>	<ul style="list-style-type: none"> <li>• Address the issue that WJGS might be the best kept secret in Croydon</li> <li>• Maintain the school’s positive social media profile i.e. YouTube, X, Instagram and Facebook posts</li> <li>• Capture stakeholder views through testimonials</li> <li>• Reaccreditation of Awards</li> </ul>