



# **HORIZON SCHOOLS FEDERATION**

## **SCHOOL IMPROVEMENT PRIORITIES 2025 – 2026**

Each year we identify school development priorities which are based upon school performance data, internal and external evaluation and progress towards ambitious priorities within our strategic 3-year plan. School and subject leaders use these priorities to support their own action planning within their areas of leadership which include inclusion, EYFS, transition and for St Gilbert's SIAMS as well as individualised subject action plans. This strategic and holistic approach to school improvement ensures collective responsibility and involvement of all stakeholders in actualising the vision and values of our federated schools.

## Objective 1

### Leadership and Governance

Federation leadership structure is further developed to ensure that the school's strategic vision for improvement is actualised.

#### Success criteria:

- A coherent leadership structure ensures strategic support for staff and pupils, maximising school improvement and ensuring excellence across the federation.
- Governors and leaders proactively lead their areas of responsibility ensuring continuous improvement.
- Staff wellbeing, support and development is prioritised.
- There is clarity for parents and for pupils in relation to leaders' roles and responsibilities.
- Performance Management is appropriately distributed to ensure effective line management- providing greater support and development opportunities for all staff.

## Objective 2

### Leadership and Governance

Curriculum leaders are skilful and knowledgeable in their areas of leadership. They ensure that the planned curriculum is implemented in line with expectations so that children progressively acquire core and disciplinary knowledge.

#### Success criteria:

- Curriculum leaders provide clarity around what should be taught and when and ensure that this is implemented consistently across the federation.
- Curriculum leaders demonstrate strong expertise in their subjects and awareness of priorities based upon evidence and use this to inform planning.
- All curriculum leaders are leaders of SEND and ensure provision within their subject is ambitious and inclusive.
- Action plans are sharply focused and impactful- EEF models are utilised to ensure measurable impact, and a robust cycle of evaluation ensures continuous improvement.

## Objective 3

### Curriculum

Teacher knowledge and expertise is well-developed across all areas and stages to empower them to deliver the intended curriculum with consistency, passion and ambition.

#### Success criteria:

- Teachers are effectively supported to ensure that subject knowledge is strong across all curriculum areas.
- Effective teaching is underpinned by strong understanding of pedagogy.
- The taught curriculum consistently matches intent and purpose.
- Clear approaches to the teaching of core subjects- Maths, Reading and Writing are embedded and followed with consistency.
- Teachers and Leaders are ambitious for all children and are ambassadors of change in securing improvement within all curriculum areas.
- English and Mathematics leaders support teacher development and use effective monitoring and evaluation in reading (Donington KS2) and Mathematics (Pointon KS2) to ensure quality of teaching.

## Objective 4

### Achievement

Practices are refined to ensure that assessment effectively supports our 6 Pillars of Great Teaching through adaptivity, consistency and practitioner knowledge and expertise, leading to improved outcomes and rapid pupil progress.

#### Success criteria:

- Learning intentions and success criteria are precisely focused and align with the intended curriculum.
- Responsive teaching 'in the moment' ensures all pupils make strong progress within and across lessons.
- Outcomes at KS2 are improved and are in line with National.
- All pupils make strong progress from starting points.
- English and Mathematics subject action plans ensure concerns related to KS2 attainment in these areas (Reading at Donington and Mathematics at Pointon) are addressed with rigor leading to improved outcomes in these areas.
- GDS at KS2 St Gilbert's is increased.
- English and Mathematics leaders are focused upon increasing APS in Reading and Mathematics within each school where these are below National.

## Objective 5

### Attendance

A clear and consistent leadership strategy is implemented to secure the best possible attendance, through inclusive cultures, effective partnerships and coherent policy and practice.

#### Success criteria:

- Leaders and Governors demonstrate a strong and consistent commitment to ensuring good levels of attendance, underpinned by robust policy and practice.
- Leaders and Governors have a clear understanding of attendance patterns, challenges and barriers and are proactive in addressing these.
- A strong culture of inclusion and belonging contributes to high levels of attendance.