



HORIZON SCHOOLS FEDERATION

SCHOOL IMPROVEMENT PRIORITIES 2026 – 2027

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

Curriculum and Teaching

Strong pedagogical practices, underpinned by a clear and ambitious curriculum, ensures consistent high standards of teaching and learning, providing all children with the substantive and disciplinary knowledge they need; sowing the seeds of learning and encouraging children to aspire to achieve excellence across all subjects.

Success criteria:

- Teaching staff demonstrate the expertise to deliver lessons across the curriculum to a consistent high standard.
- There is consistency in lesson structure in line with expectations across core subjects.
- Our school approach to the teaching of foundational knowledge is clear and consistent, teaching staff have strong understanding of these principles and apply them in practice.
- Subject leaders proactively lead their areas of responsibility, using effective monitoring and evaluation to inform action planning and development.
- Effective pedagogical strategies are applied confidently by teaching and support staff to scaffold and extend learning.
- ECTs and staff new to year group receive targeted CPD and support, developing knowledge and confidence and enabling them to develop pedagogical skills within and across phases.

Objective 2

Achievement

Evidence informed, diagnostic assessment enables a sharpened focus upon ensuring the needs of all pupils are met through targeted, adaptive teaching which is impactful and addresses gaps in learning, enabling all to flourish and improving outcomes and progress in KS2 Mathematics and Reading.

Success criteria:

- RWM outcomes at KS2 demonstrate strong pupil progress and are in line with National Standards.
- PSC outcomes are strong and in line with the ambitious target of 90%.
- EYFS outcomes are strong and in line with the ambitious targets of 75% +.
- MTC outcomes are strong and in line with National Standards.
- All pupils make strong progress from starting points, and this is evident within lessons and overtime.
- Adaptive teaching is effective in targeting the learning needs all pupils, leading to all pupil groups achieving well.
- Interventions target individualised gaps in learning, they are timely and effective in maximising pupil progress.

Objective 3

Inclusion

Through effective inclusive cultures and practices, a sense of belonging is ensured and the needs of the most vulnerable are met, enabling all children to flourish and to thrive.

Success criteria:

- There is a strong and shared understanding of our most vulnerable pupils and every effort is made to remove disadvantage and enable them to thrive.
- SEND provision is strong across all subjects and year groups, effective adaptive practice enables all children to make strong progress alongside their peers and access a broad and ambitious curriculum.
- There is a clear approach to identifying and supporting SEND learners across the school so that no child is left behind.
- Disadvantaged pupils have opportunity to broaden their horizons through access to wide ranging enrichment opportunities which are available to all.
- Robins Nest provides effective support for pupils, enabling all children to thrive within our school community.
- Strong progress is being made within our IQM action plans to support readiness for assessment at St Gilbert's and reassessment at Donington.

Objective 4

Inclusion

Togetherness is fostered through strong partnerships which enable all to flourish.

Success criteria:

- Strong relationships with nursery and secondary settings ensures effective transition and communication.
- A culture of togetherness is fostered through effective partnership working with parents and families.
- Our school has strong relationships with other schools within our locality and with the local authority, enabling sharing of expertise and wider support.
- SEND parent partnerships are strengthened.

Objective 5

Leadership and Governance

Leaders and Governors live out our schools' vision and values; they ambitiously and proactively 'reach high' in ensuring the continued growth and development of our federation enabling our communities to flourish.

Success criteria:

- Leaders and governors have a strong understanding of school priorities and proactively lead their areas of responsibility to achieve these.
- Leaders are reflective and outward facing, basing strategic decision upon evidence and research and using evaluation as a tool for change.
- Governors have proactively planned for the growth of the federation to ensure leadership roles are effectively match to the needs of the schools.
- Leaders are aspirational for themselves and others; they engage in professional development to support their own growth and increase expertise.