



Long Marston VA C of E Primary School Key Objectives 2025-2026



Priority 1: SEN learners have their needs met through adapted curriculum and school environment

Our Early Years curriculum is embedded and children are offered a solid start to their education. There is a real drive to ensure activities are purposeful. All children are engaged and are confident, independent learners. The curriculum is well thought out and there are secure links with where they progress to. Teaching staff provide children with opportunities to explore in relevant ways in real life contexts. There is real ambition and challenge with purposeful conversations. Very secure foundations for learning are embedded and translated to the KS1 environment. In early years, children begin to learn phonics and are introduced to high-quality books as soon as they start school. Leaders carefully choose the books that children read to develop their awareness of different books and of different cultures.

SEND number is increasing at Long Marston. We currently have 23% SEND across the school with some cohorts having up to 35% SEND. Our inclusive approach to learning means children with SEND have their needs met well. Early intervention means many children do not require SEND support. Children with the highest level of need have their provision informed from expert advice. Referrals and early identification mean children access the support they need quickly. We are developing our learning environment so children with the highest level of need can learn effectively without impacting on the education of others.

Key Foci:

- The Early Years Curriculum, and curriculum throughout the school has adaptations made, and to the environment, to meet the needs of some learners with EHCPs and complex needs whilst maintaining high ambition for our typical learners.
- Establish Red Kite Room as an internal provision for children with specialist level of need. The school environment is adapted to provide a teaching space for children with Specialist level EHCPs.
- A specialist curriculum is introduced for those accessing the Red Kite room, including opportunities across the wider curriculum.

Priority 2: Responsive teaching across the curriculum to raise standards and meet the needs of all children.

Children's standards in writing are not at national expectations. This is due to the rapid increase in SEND children in our school and the children who arrive in UKS2 from other schools who have SEND needs or who have been home schooled. These children have many gaps and they make rapid progress from their starting points. There have been significant improvements in spelling, punctuation and grammar (which were our foci last year). Children have good writing stamina but the consistency of standard within their writing diminishes over the writing pieces. This is preventing some from reaching the expected standard. Children have some opportunities for cross curricular writing but these are not explicitly planned for. Teachers are experienced and capable and training on responsive teaching will enable them to revisit and assess lessons even more thoroughly.

KS2 maths standards are below national but this is reflective of our small class sizes and increase in numbers of children with SEND and those with significant gaps due to home schooling. Children say they enjoy maths. The curriculum is well mapped. We are taking part in the Maths Hub project this year to embed our practice and provide high quality training to staff. Results in the MTC in year 4 are broadly above average.

Key Foci:

- Use the MathsHub to review our Maths curriculum and ensure it is as effective as it can be
- Embark on the Hfl responsive teaching project to ensure in-class assessment is even more impactful

- Introduce new KS2 maths interventions to ensure children who arrive in KS2 working below expected standards make rapid progress from starting points
- Embed our 'assessing in the moment' feedback policy

Priority 3: Our school as a church school

As part of the school's ongoing journey of school improvement, enable all members of the community to articulate the biblical underpinning of their school vision. Spirituality opportunities are understood by staff but these are not mapped and vocabulary for this has not yet been identified. Likewise, children have opportunities to be courageous advocates but these are not yet mapped.

Key foci:

- To embed our school vision and values and ensure it is understood by all stakeholders
- consider where our vision is reflected in our core curriculum
- Opportunities for courageous advocacy is mapped throughout the curriculum
- Early Years Curriculum underpins the whole school curriculum (see Priority 1)
- Create a clear and shared vocabulary for spirituality

The school development plan is monitored closely by school leaders and governors termly and adapted throughout the year.