



Charter School Improvement Plan 2025/26

Athelstan Trust Priorities 2025/2026

- AT1 - SEND
- AT 2 - Behaviour
- AT3 – Leadership

OVERVIEW OF SCHOOL IMPROVEMENT PRIORITIES – School Improvement Plan for 2025/2026	
QUALITY OF EDUCATION	
A1	Reading - To raise the number of children achieving expected standard in Phonics and Reading with Every child a reader with a particular focus on the lowest 20% of pupils
A2	Teaching and Learning - Quality of teaching to be consistently good or better throughout the school. Ensure checks identify if pupils have acquired the curriculum's important knowledge, that misconceptions do not persist and that learning is revisited so that pupils know and remember the curriculum's important content over time.
A3	Curriculum development and subject leadership
A4	Ensure the needs of pupils with SEND are met effectively
A5	Ensure our curriculum is designed to give pupils with SEND the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life in line with EHCP outcomes. (3 year vision plan)
BEHAVIOUR AND ATTITUDES	
B1	To achieve consistency of approach in ensuring good behaviours for learning, through restorative practise and that low level behaviour is not tolerated (3-year vision plan)
PERSONAL DEVELOPMENT	
C1	To build the children's resilience and perseverance to that they can achieve their full potential (3 Year vision plan)
LEADERSHIP AND MANAGEMENT	



D1	Quality of teaching to be consistently good or better across the school
D2	Curriculum development and subject leadership
EYFS	
E1	Ensure there is a knowledge rich curriculum that meets the needs of all learners
E2	All teachers to understand the ethos of EYFS, and to link their curriculum to the Early Years Areas of Learning

Key Priorities

A1			Reading - To raise the number of children achieving expected standard in Phonics and Reading with Every child a reader with a particular focus on the lowest 20% of pupils
A2	D1	E1	Teaching and Learning – Quality of teaching to be consistently good or better across the school. Ensure checks identify if pupils have acquired the curriculum’s important knowledge, that misconceptions do not persist and that learning is revisited so that pupils know and remember the curriculum’s important content over time
A3	D2		Curriculum development - Subject leadership is robust in all subjects
A4			SEND – The need of pupils with SEND are effectively met



Key Actions

A1 – Every child is a reader with a focus on the lowest 20% of pupils Success Criteria - Number of children achieving the expected standard in phonics and reading is in line with national	- Oracy champions review current practice and next phase of development with clear plan for next steps and how this links to reading - In-depth analysis of assessments with targeted booster and regular reviews for progress and impact – 6x per year - Reading is prioritised across the school with timetables RWI lessons, boosters and readers being non – negotiable with clear identified time for individual reading and reading for pleasure - Identify the gap in fluency of readers in year 3 and 4 with clear plans of how to narrow the gap – new reading books for KS2 – valuing the reading - Reading recovery, RWI fresh starts programme and precision teaching intervention - Phonics training for all staff with coaching sessions led by PER lead every 3 weeks - Focus on word reading not only sounds - Review of Year 1 curriculum to ensure highlighted focus on strong starts in reading and communication and language - Parental engagement in how to support reading at home - Phonic development days led by RWI - Introduction of Curious Quests in Year 1 and 2 building on from Drawing club, developing exposure to texts and language		
A2 – Quality of teaching to be good or better across the school Success criteria - pupils have acquired the curriculum’s important knowledge, misconceptions do not persist and learning is revisited so pupils know and remember the curriculum’s important content over time	D1	E1	- CPD to ensure all teachers to identify and address misconceptions during lessons - Teachers develop their understanding of formative assessment through 5 a day and this to inform future planning for every child - Planned programme of PDM’s for all teachers on use of formative assessment, addressing misconceptions and 5 a day, retrieval mats and knowledge quizzes and task design to ensure tasks match the important knowledge identified and what the expected end point of the lesson - Bespoke lesson studies for new staff on what this looks like in Maths, English and Science - Learning walks completed fortnightly with clear next steps for implementation – see plan - Book looks/reviews fortnightly with timely feedback to staff on outcomes – see plan - Focus for action research projects with feedback on implementation and impact 3 x per year - Pupil voice – articulating the learning journey in all subject areas at least 2x per year for all foundation subjects and 3x per year for core



A3 – Subject leadership is robust across all curriculum areas	D2 (AT3)	- CPD on how to carry out subject leader role and expectations 3 x meetings with foundation subject lead to review progress and impact - CPD on implementation planning – link to EEF - Role of pupil voice in gathering evidence of impact - Holding others to account for outcomes in subject area - CPD – subject leader network meetings with Athelstan and LA networks
A4 – Needs of pupils with SEND are met effectively (AT1) Success criteria - Subject leaders are able to articulate the impact of their actions in achieving positive outcomes for pupils		- All staff are aware of bespoke targets for SEND and what provision looks like with clear implementation of support - Targets broken down and shared with all stakeholders - Fortnightly learning walks with SEND focus to ensure implementation with timey feedback/professional discussion - SEND focused Pupil progress meetings 3x per year - CPD on how to scaffold and adapt tasks of SEND learners across the curriculum - Visuals readily available to support all learners - RB curriculum is knowledge rich and meets the needs of all learners - Review of assessment for pupils with SEND and how this aligns with Insight tracker - Clearly identified intervention with clear evaluation and next steps