



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Orchard Community Primary School



Core Strategic Plan Summary 26-27 & 25-26 Review

Review of Priorities for 2024-25

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
Priority 1 - Further develop approaches to the teaching and learning of Spelling & Handwriting so that the transferral of transcriptional skills across the curriculum is more precise.	• Overall, very good progress has been made towards securing this target. Monitoring has identified many strengths across the school and noticeable improvement in general standards. • There is clear evidence of a strong whole-school focus on transcription, with regular handwriting and spelling practice established across phases. Standards in presentation are often very strong, particularly within polished books and English journals, where many pupils demonstrate pride, care and improving fluency in written work. • Teacher expectations are high, and there are many examples of rigorous practice, effective feedback and strong pupil engagement. • Progress in handwriting development is evident across the majority of year groups, with pupils increasingly developing joined handwriting, improving stamina and greater independence in editing and presentation. • However, the monitoring also highlights the need for slightly greater consistency in implementation, feedback precision and transfer of transcription expectations into all areas of independent work. The main priority moving forward is to ensure that agreed approaches are embedded consistently across all classes, that all adults understand the high standards we are insisting upon and that transcription inaccuracies are addressed promptly before habits become embedded. • With continued focus on consistency, early intervention and rigorous implementation of agreed expectations, the school is well placed to further strengthen transcription outcomes for all pupils so that standards become <i>exceptionally</i> high.	Handwriting and Transcription: Ensure handwriting expectations transfer consistently into all curriculum books. Presentation Expectations: Re-establish consistent whole-school expectations regarding: ○ underlining dates and titles using rulers ○ neat presentation across all books ○ appropriate use of pen/pencil ○ no doodling in spelling journals ○ consistent organisation of work Ensure expectations are consistently applied across all classes and phases. Spelling and Grammar: Ensure spelling misconceptions are corrected promptly and revisited regularly. Teacher Feedback and Moderation: Ensure agreed handwriting and transcription approaches are modelled consistently by all adults. Strengthen in-phase moderation to secure consistency across classes. Ensure feedback and corrective modelling are visible and timely. Targeted Intervention: Better address gaps in attainment for Disadvantaged pupils, SEND, those pupils in the Watchful Eye group and PP. Children in these groups are not yet consistently demonstrating rapid AND accelerated progress from their starting points.

Priority 2 – Refine pedagogy and provision for our most academically vulnerable pupils so that mechanisms to support knowledge and understanding are continually developed, which in turn, help to achieve higher standards.	• The actions undertaken have successfully refined both pedagogy and provision for the school's most academically vulnerable pupils, resulting in improvements in teaching practice, curriculum access, pupil engagement and academic outcomes. • A key strength has been the strategic focus on improving Quality First Teaching. Consequently, vulnerable pupils are accessing an increased amount of age-related curriculum content more successfully and demonstrating improved understanding and retention of key knowledge. • The continued development of our whole-school Adaptive Teaching Framework has further strengthened classroom provision by providing staff with a shared language and consistent approach to supporting pupils with SEND and other barriers to learning. • Assessment and monitoring systems have also been strengthened. As a result, interventions have become increasingly responsive, targeted and evidence-based. • Early identification processes have been further enhanced through stronger transition arrangements (across year groups and key stages), improved referral pathways and close collaboration with parents and external agencies. • Curriculum accessibility has been further improved through a systematic review of progression, prerequisite knowledge, vocabulary development and retrieval opportunities. • Investment in CPD continues to have a substantial impact on staff expertise. • The review of Teaching Assistant deployment has also had a positive impact. • Regular reviews of targeted interventions have enabled leaders to refine provision and direct resources towards the most effective approaches. • Through careful resource allocation, investment in staff development, rigorous evaluation of intervention effectiveness and efficient deployment of support staff, the school has maintained a high-quality and financially sustainable model of inclusion.	Improve Staff Training and Development • Provide regular SEND-focused professional development covering autism, ADHD, dyslexia, speech and language needs, and social, emotional and mental health (SEMH) needs. • Develop staff confidence in adaptive teaching and inclusive practice. • Review deployment of Teaching Assistants to maximise impact. Strengthen Differentiation and Curriculum Access • Ensure learning objectives remain ambitious while providing appropriate scaffolding. Strengthen Multi-Agency Collaboration • Streamline communication systems between school staff, parents, and external professionals. • Streamline documentation and record-keeping processes where possible.
Priority 3 - Reduce the persistent absence of all children, but especially Disadvantaged children (SEND/PP), so that they make a more tangible	Target Met: Persistent Absence June 2025 = 4.9% June 2026 = 4.7% Success Criteria: Increase the attendance of disadvantaged pupils by the end of the academic year. Met. June 2025 = 91.3% June 2026 = 92.7%	• Continue to target Disadvantage pupils re. attendance. • Having collated wider opportunities data for disadvantaged pupils, make SEND & PP recruitment a key focus regarding clubs, leadership roles in school, being chosen to represent the school in out of school

contribution to the school through improved attendance and engagement.	Success Criteria: Reduction in the number of SEND and Disadvantaged pupils classified as Persistent Absence. Met. June 2025 = 17.9% June 2026 = 12.9% Success Criteria: Higher figures secured by the end the 25-26 academic year as a result of a new ‘Attendance Strategy’ to specifically target PA for SEND and PP children. Met. Overall Attendance June 2025 = 95.6% Overall Attendance June 2026 = 96.4% Success Criteria: Narrowing of the attendance gap between disadvantaged pupils and their peers. Met. June 2025 - Disadvantaged Attendance = 91.3% - Not Disadvantaged = 96.5% Gap = 5.2% June 2026 - Disadvantaged Attendance = 92.7% - Not Disadvantaged = 96.8% Gap = 4.1%	events etc. - vulnerable groups need to be more significantly represented. Monitor and review the impact of engagement initiatives, adjusting as needed (continue to monitor representation termly – add % to the tracker)
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Key Priorities for 2026-27

Priority 1 - To improve the spelling accuracy, punctuation and handwriting fluency of boys, disadvantaged pupils and pupils with SEND so that they can make stronger progress across the curriculum, thereby narrowing the attainment gap across the school.

Priority 2 – Refine pedagogy and provision in line with the School’s White Paper ‘Every Child Achieving & Thriving’ to enable pupils with complex SEND needs, whose attainment is significantly below age-related expectations, to make meaningful progress in Maths and English through inclusive, adaptive, and personalised teaching approaches.

Priority 3 – Increase the proportion of pupils achieving Greater Depth Standard (GDS) in Reading, Writing, and Maths at the end of Key Stage 2 by strengthening provision for More Able pupils across the school, with a particular focus on Maths.