



Jacksdale Primary & Nursery School

School Improvement Priorities

June 2024 – July 2026

PRIORITY 1

AFI 1

In the early years, the school has not been specific enough in refining a coherent curriculum to support children's progression from Nursery to the end of Reception. This means that staff are not as clear as they should be about the knowledge and skills children need to learn in some areas. Children are not provided with activities that lay the foundations of knowledge and skills for future learning. The school needs to improve the coherence and sequence of the curriculum in the early years, ensuring all staff are supported to deliver it, so that they can prepare children fully for their next stage of learning.

2024-2025 Impact

In the first year, the focus will be on establishing a coherent EYFS curriculum and effective planning structures. By the end of the year, we expect to see a clear framework in place that supports staff in delivering a high-quality early years education. Staff will feel more equipped to support pupil learning, and the new EYFS leader will be actively involved in guiding and assessing improvements.

2025-2026 Impact

In the second year, the emphasis will shift toward reviewing and refining the established curriculum based on assessment data and feedback. Success will be measured by improved pupil outcomes and a fully integrated planning framework that meets the needs of all pupils. Enhanced learning environments will lead to increased engagement, and staff will demonstrate greater effectiveness in their teaching practises, supported by ongoing leadership initiatives. By focusing on these strategic actions over the next two years, Jacksdale Primary & Nursery School aims to significantly improve outcomes for pupils in the EYFS, ensuring they are well-prepared for their future learning experiences.

PRIORITY 2

AFI 2

The school curriculum is not fully focused on ensuring gaps in knowledge are being addressed for pupils in key stage 1 and key stage 2. This means pupils have foundational knowledge and understanding missing for some subject areas. The school needs to ensure that core knowledge is clearly specified so that pupils can learn new knowledge securely.

AFI 3

In lessons, staff do not make rigorous checks on pupils' learning. Often, they move lessons on before they are clear that pupils have understood their learning fully. As a result, pupils leave lessons with misconceptions. The school should support staff in using accurate checks on pupils' learning so that gaps in learning are addressed swiftly.

AFI 4

The school is not making accurate checks for all the improvements it is making, in some curriculum subjects. This means it has not identified some priorities that need more urgent action. The school needs to make more rigorous checks on the curriculum so that improvement activities are prioritised and evaluated accurately.

2024-2025 Impact

By the end of the 2024-2025 academic year, the school will have established a coherent curriculum framework that clearly outlines the core knowledge and skills required for each subject area. Staff will feel more confident in their ability to deliver the curriculum effectively and assess pupil understanding accurately. This will lead to a notable improvement in pupils' foundational knowledge, addressing the gaps identified in the Ofsted report.

2025-2026 Impact

In the 2025-2026 academic year, the school will have implemented a robust system for monitoring and evaluating the curriculum, ensuring that it continually meets the needs of the pupils. The curriculum will be refined based on evidence from assessments, leading to improved teaching practises and enhanced pupil outcomes. Staff will be adept at using assessment data to inform their planning, resulting in a more responsive and effective learning environment for all pupils.

PRIORITY 3

MATHS

Progress and attainment data demonstrate several areas for development linked to pupil' attainment. Data analysis deems that this is linked to the retention and retrieval of core mathematical knowledge e.g. number bonds, times tables and mental arithmetic calculations.

2024-2025 Impact

In the first year, the establishment of a leadership team for maths will create a focused approach to improving maths teaching and learning. The introduction of arithmetic sessions will help pupils solidify their foundational skills, leading to increased engagement and motivation in maths. Early assessment data will indicate a positive trend in pupils' arithmetic skills, setting the stage for further improvement.

2025-2026 Impact

In the second year, the collaboration with the Maths Hub will deepen, resulting in enhanced teaching practises and improved pupil outcomes. The completion of the NPQmaths by the maths lead will ensure strong leadership and a clear vision for maths instruction. Regular assessments will highlight significant progress in pupils' maths skills, contributing to a noticeable reduction in the gap between national averages and Jacksdale pupils, particularly in number knowledge and written methods.
