

Embleton CofE School Commitment Plan (2026-27)

At Embleton CofE Primary School we are committed to continual improvement. Following frank and honest self-evaluation we have identified four aspects that we feel are essential to our future growth as a school.

Strategic priority 1	To fully embed the culture of individual action research within our school, measuring the direct impact of these practitioner projects on teaching, learning and academic outcomes.
Strategic priority 2	To address peer review recommendations by securing absolute fidelity to the Read Write Inc. (RWI) programme, with a particular focus on high-impact implementation in Reception and rapid progress in early reading and writing.
Strategic priority 3	To develop our curriculum by identifying key endpoints, establishing pedagogical consistency in modelling and checking for understanding and introducing scenario-based application and assessment.
Strategic priority 4	To implement a rigorous half-termly QA calendar, deploy highly proactive attendance strategies and robustly track enrichment and SMSC provision.

A more detailed action plan with key actions and milestones is in place for each key area however below is a brief summary of aspects included.

Strategic Priority 1

1	Ensure the teacher enquiry model and action research methodology remain central to the whole-school appraisal target, with a clear focus on demonstrating measurable, positive impact on pupil progress.
2	Provide advanced professional development on action research methodologies, data collection and evaluation, utilising Trust-wide expertise to support staff.
3	Establish structured forums within school and across the Pele Trust to share findings, scale successful initiatives and foster collaborative professional learning.

Strategic Priority 2

1	Ensure absolute adherence to the RWI synthetic phonics programme through daily high-quality teaching, weekly tracking of Reception progress and immediate, targeted "keep-up" interventions to prevent pupils from falling behind.
2	Implement regular coaching, practice sessions and peer observations for all staff teaching RWI (including teaching assistants) to guarantee consistency, pace and passion.
3	Writing for Pleasure & Purpose: Build on early phonics success by embedding rich writing opportunities in Reception and KS1, connecting early writing tasks to high-quality texts to foster a genuine love of writing.

Strategic Priority 3

1	Develop new curriculum areas and progression maps to identify core "make a fuss" endpoints, removing peripheral information to create teaching space.
2	Develop subject leaders who are able to take ownership and drive forward the standards of their curriculum areas.
3	Ensure that Maths is fully embedded throughout school as we enter the second year of White Rose Maths, ensuring we personalise it to the benefits of our pupils.

Strategic Priority 4

1	Establish and strictly adhere to a half-termly QA calendar for book looks and learning walks and tweak the behaviour policy to make conduct expectations highly explicit for both staff and pupils.
2	Monitor trends regularly using DfE tracking, deploy targeted 2-week challenge letters for attendance at or below 90%, engage regularly with the EWO, and celebrate success via the Friday Flyer, weekly certificates and half-termly awards.
3	Build a clear system to track pupil participation in enrichment activities to actively support non-engaging pupils and fine-tune the SMSC table so that specific, high-quality development examples are easily recorded and accessible.