

SEATON ACADEMY 2025-26		(Created: September 2025 / Reviewed 14/03/26)	
EXPLORE			
Staffing/Succession Planning - leadership development at all levels - future roles & responsibilities			
PREPARE			
Review 2024/25 outcomes – Monitor fidelity/teaching/moderation – Check on use of catch-up and progress of vulnerable pupils (PP and SEND)			
DELIVER		SUSTAIN	
<i>These aspects are our priorities for school improvement this year 2025/26</i>		<i>Whilst implementing the priority action plans we need to...</i>	
<ol style="list-style-type: none"> 1) The curriculum needs to explicitly identify the component knowledge children need to know to ensure that teaching builds progressively on prior learning to ensure that children are not left with gaps in learning. 2) The school's curriculum to ensure acquiring and deepening vocabulary has high focus and teaching includes appropriate pedagogies for learning vocabulary and Oracy (High quality interactions) across the whole school. 3) Attendance should be increased in line with statistically similar schools 		<ul style="list-style-type: none"> • SUSTAIN • Phonics progress • Reading culture • Enhancement of ambitious curriculum through high-quality subject leadership (new staff) • Modelling & scaffolding of writing (2023/24 priority) • Enhancing the EYFS opportunities at Seaton Academy enhancing outdoor opportunities and providing an ambitious curriculum for all children. • Positively impact pupil well-being and the mental health of children and staff in school 	

Key Priority 1: The curriculum needs to explicitly identify the component knowledge children need to know to ensure that teaching builds progressively on prior learning to ensure that children are not left with gaps in learning

Success Criteria

- 1.1 Knowledge that children need to learn during EYs and Key Stage 1 will be clearly mapped.
- 1.2 Lesson pedagogy will be further developed to ensure that children know more and remember more
- 1.3 The curriculum map and lesson pedagogy will ensure that misconceptions are addressed.
- 1.4 Lesson structure agreed and all staff aware of the Teaching and Learning Policy.

Actions: Autumn Term	Who	Dates	Actions: Spring Term	Who	Dates	Actions: Summer Term	Who	Dates
Curriculum progression and sequence mapping will be further adapted to ensure that it identifies clearly the knowledge that children will know.	Headteacher, Curriculum Lead, Subject Leaders	November 2025 Complete with specific changes linked to end points.						
School will review the lesson structure and create a structure to ensure that it promotes children securing knowledge in long-	Headteacher, Curriculum Lead, Support school, School Improvement	December 2025 Complete with new Teaching and Learning Policy in place and lesson structure on a page.						

term memory through use of research, staff training and coaching.								
School will review the task design to ensure that activities support children to acquire knowledge, revisit and secure knowledge.	Headteacher, Curriculum Lead, Teachers, Support school, School Improvement	December 2025 Complete with new Teaching and Learning Policy in place and lesson structure on a page.						
Teaching and Learning policy developed	Headteacher/Subject Leader	Complete with new Teaching and Learning Policy in place.						
Staff training and coaching	Headteacher, Curriculum Leader, School improvement	December 2025 Ongoing...	Staff training and coaching	Headteacher, Curriculum Leader, School improvement Focus on handwriting	April 2026	Staff training and coaching	Headteacher, Curriculum Leader, School improvement	July 2026

Monitoring Activities to check progress towards the key priority/success criteria			Evaluation of progress towards priority/ success criteria
Activity	Who	Date	
1.1 Knowledge that children need to learn during EYs and Key Stage 1 will be clearly mapped.	Headteacher, Curriculum Leader, EYFS Lead	Termly	Jan 2026 Complete with all mapping in place with clear end points from Nursery to Reception for all areas of learning. These have also been uploaded to internal monitoring systems.
1.2 Lesson pedagogy will be further developed to ensure that children know more and remember more	Headteacher, Curriculum Leader, EYFS Lead, Teachers	Termly	Autumn Term 2025 Complete with new Teaching and Learning Policy in place and a lesson structure on a page. Continue to monitor and evaluate.
1.3 The curriculum map and lesson pedagogy will ensure that misconceptions are addressed.	Headteacher, Curriculum Leader, EYFS Lead	Termly	Jan 2026 Complete – fully reviewed with all mapping in place with clear end points from Nursery to Reception for all areas of learning. These have also been uploaded to internal monitoring systems.
1.4 Lesson structure agreed and all staff aware of the Teaching and Learning Policy.	Headteacher, Curriculum Leader, EYFS Lead	Termly	Autumn Term 2025 Complete with new Teaching and Learning Policy in place and lesson structure on a page. Continue to monitor and evaluate.
Governor evaluation Autumn	<p>The curriculum mapping from Nursery to Reception has been completed and fully reviewed as of January 2026. Clear progression and end points are now in place for all areas of learning, ensuring continuity across the Early Years phase. All documentation has been uploaded to the school's internal monitoring systems to support ongoing oversight and evaluation.</p> <p>The revised Teaching and Learning Policy was implemented in the Autumn Term 2025. This includes a clear “lesson structure on a page” to promote consistency and clarity in teaching practice across</p>		

	the school. Implementation will continue to be monitored and evaluated to ensure the policy is embedded effectively and supports high-quality teaching and learning.
Governor evaluation Spring	
Governor evaluation Summer	

Key Priority 2: The school's curriculum to ensure acquiring and deepening vocabulary has high focus and teaching includes appropriate pedagogies for learning vocabulary and Oracy (High-quality interactions) across the whole school.

Success Criteria

- 2.1 Vocabulary has been agreed and all staff are aware.
- 2.2 Design of Teaching and Learning Policy.
- 2.3 Staff have increased knowledge of teaching approaches to support vocabulary.
- 2.4 Staff have increased knowledge of how to support children to secure foundational knowledge
- 2.5 The physical environment begins to offer a greater challenge to children's learning
- 2.6 Staff will have increased awareness of what high-quality interactions look like

Actions: Autumn Term	Who	Dates	Actions: Spring Term	Who	Dates	Actions: Summer Term	Who	Dates
Curriculum maps will be created to explicitly identify the core vocabulary	Curriculum Leader, Subject Leaders	December 2025 Almost complete: Vocabulary revisited and mapped and tiered in	Curriculum maps will be created to explicitly identify the core vocabulary	Curriculum Leader, Subject Leaders	Complete January 2026. Curriculum fully reviewed and vocab mapped			

		almost all subjects			with Tier 2 and 3 identified.			
School will review lesson structure and increase the focus on explicit teaching of vocabulary	Headteacher, Curriculum Lead, EYFS Lead	December 2025 Complete – we have a 5 step specific approach to teaching vocabulary explicitly						
CPD to support teaching to use approaches such as teaching etymology, explaining meanings, dual coding etc.. To support vocabulary acquisition	Headteacher, Curriculum Lead, EYFS Lead, School Improvement	December 2025 Ongoing linked to RISE plan.	CPD to support teaching to use approaches such as teaching etymology, explaining meanings, dual coding etc.. To support vocabulary acquisition	Headteacher, Curriculum Lead, EYFS Lead, Subject Leaders	April 2026	CPD to support teaching to use approaches such as teaching etymology, explaining meanings, dual coding etc.. To support vocabulary acquisition	Headteacher, Curriculum Lead, EYFS Lead, Subject Leaders	July 2026
Develop the physical	Headteacher, Curriculum	October 2025	Develop the physical	Headteacher, Curriculum	Complete: Both			

environment to ensure that it provides challenge and meets the needs of all children in a progressive way	Lead, EYFS Lead, Trustees	Learning environment is completely transformed with approx. Significant investment across the school. Biggest changes and enhancements across EYFS.	environment to ensure that it provides challenge and meets the needs of all children in a progressive way	Lead, EYFS Lead, Trustees	Nursery and Reception have full new classrooms from Early Excellence with associated resources. Provision is linked directly to assessments to enhance learning opportunities.			
Implement a programme of high quality continual professional development to increase the impact of adult interactions	Headteacher, Curriculum Lead, EYFS Lead, School Improvement	Started September 2025... ongoing	Implement a programme of continuous professional development to increase staff expertise to ensure children secure foundational knowledge	Headteacher, Curriculum Lead, EYFS Lead, School Improvement	January 2026 this continues with 1:1 teacher and support staff coaching. March 2026 – continues to ensure continuity and focus on			

				lesson structure and Foundational knowledge and application.			
Monitoring Activities to check progress towards the key priority/success criteria				Evaluation of progress towards priority/ success criteria			
Activity		Who	Date				
2.1 Vocabulary has been agreed and all staff are aware.		Headteacher, Curriculum Leader, EYFS Lead, Teachers	Autumn 2 term	Complete: Vocabulary is explicit across EYFS and KS1. Tiered specifically and repeated vocab highlighted.			
2.2 Design of Teaching and Learning Policy.		Curriculum Lead/Headteacher	Autumn 1 term	Complete and now in place. Sent to Trustees for review 17/11/25.			
2.3 Staff have increased knowledge of teaching approaches to support vocabulary.		Headteacher, Curriculum Leader, EYFS Lead, Teachers	Autumn 2 term	Complete: Explicit Vocabulary teaching with a 5 step approach – consistent across the school.			
2.4 Staff have increased knowledge of how to support children to secure foundational knowledge		All staff	Autumn 2 term	Complete: This forms a high part of our Pedagogy and Teaching and Learning Policy. Specific lesson structure to revisit prior knowledge and ensure a consistent teaching approach across the school.			

2.5 The physical environment begins to offer a greater challenge to children's learning	Headteacher, EYFS Lead, Curriculum Lead	Autumn 1 term	Complete: Enhancements across Year 1 and 2 with Science and maths areas. EYFS has been completely transformed with brand new classrooms. Provisions enhanced with 'What and Why' and Shrec approach.
2.6 Staff will have increased awareness of what high-quality interactions look like.	All Staff	Autumn 1 term	Training provided for all staff, coaching provided. Provisions enhanced with 'What and Why' and Shrec approach. This continues into Spring term 2026. Complete March 2026 – we continue to monitor but this is now part our daily practice.
Governor evaluation Autumn	<p>All actions have been completed and embedded into school practice. A tiered approach to explicit vocabulary teaching has been implemented across EYFS and KS1 using a consistent five-step approach, with key vocabulary clearly identified and revisited. This forms a central part of the school's pedagogy and Teaching and Learning Policy and supports a consistent lesson structure across the school.</p> <p>Learning environments have also been enhanced, including strengthened science and maths provision in Years 1 and 2 and a full transformation of the EYFS classrooms. Staff have received training and coaching, and approaches such as 'What and Why' and SHREC are now embedded in daily practice. Ongoing monitoring continues to ensure consistency and impact.</p>		
Governor evaluation Spring			
Governor evaluation Summer			

Key Priority 3: Attendance should be increased in line with statistically similar schools

Success Criteria

- 3.1 School attendance data will at least be in line with comparable schools.
- 3.2 Whole school approach to attendance implemented.
- 3.3 Attendance procedures focus on communication and creating a sense of belonging.
- 3.4 A collaborative approach between pastoral support, SENCO, SLT promotes strong attendance.

Actions: Autumn Term	Who	Dates	Actions: Spring Term	Who	Dates	Actions: Summer Term	Who	Dates
Leaders review and redesign current attendance policy and practice.	Headteacher, Trustees	Complete Autumn 1 Attendance Policy updated and followed.						
All staff to be trained to understand the whole school approach to attendance and their role.	All staff	Complete Autumn 1 and 2 Attendance lead in the office and attendance culture is promoted.						
Celebration of attendance in assemblies and half-termly texts to parents	Headteacher, SLT	From 1/9/25. Complete and ongoing						
Support letters and meetings for children below 90% attendance	Headteacher, SLT,	Half-termly. Letters sent and referrals						

	Attendance administrator	to the County attendance officer.						
Positively, collaborative and supportive communication with stakeholders	Headteacher, SLT, Attendance administrator	From 1/9/25, ongoing						
Collaboration with the County attendance officer for attendance and term-time holidays for statutory school-age children.	Headteacher, SLT, Attendance administrator	Referrals made for holidays and support requested for persistent absence. Ongoing.						
			Move to Arbor to enable attendance to be visible to parents daily	Headteacher, Business Manager	January 2026			

Monitoring Activities to check progress towards the key priority/success criteria			Evaluation of progress towards priority/ success criteria					
Activity	Who	Date						
3.1 School attendance data will at least be in line with comparable schools. 3.2 Whole school approach to attendance implemented.	SLT	Termly	<p>In the DFE similar schools comparison report Autumn Term 25 the data shows that that the national average is 94.9%, Seaton Academy is 95.6%. Schools' attendance currently is 95.8% .National is 94.8%</p> <p>Overall absence is 4.2%, Persistent absence 8.3% which is an improvement form 14.6% in the last monitoring report (Nov 25). 3.8% LESS than other similar schools. 7th out of 21 similar schools</p>					

			<p>Compared to other similar schools, school is inline.</p> <p>Attendance for FSM is higher than other similar schools with 94.5% compared to 92.5% for similar schools</p> <p>Attendance for SEND is higher than other similar schools with 95.2% compared to 93.6%</p> <p>Year on Year comparison shows that the attendance for pupil's with SEND has improved from 94.3% in 24-25 to 95.2% and FSM is inline. Overall attendance for all pupils has improved from 94.9% 24-25 to 95.6% now.</p>
3.3 Attendance procedures focus on communication and creating a sense of belonging.	SLT	Half termly	Ongoing all year. We have a huge focus on OPAL play and achieved PLATINUM award.
3.4 A collaborative approach between pastoral support, SENCO, SLT promotes strong attendance.	SLT	07/25	Ongoing all year.
Governor evaluation Autumn	<p>Following a difficult start with severe flu outbreak, attendance at Seaton Academy continues to be strong. In the Autumn Term 2025 DfE similar schools comparison, overall attendance was 95.6%, above the national average of 94.9% and in line with similar schools (95.8%). Overall absence is 4.2% with persistent absence reduced to 8.3%, an improvement from 14.6% in the previous monitoring report and 3.8% lower than other similar schools, placing the school 7th out of 21.</p> <p>Attendance for key groups is also positive: pupils eligible for FSM attend at 94.5% (above 92.5% in similar schools), and pupils with SEND at 95.2% (up from 94.3% in 2024–25, and above 93.6% in similar schools). Year-on-year data shows continued improvement overall.</p> <p>The school maintains a strong focus on wellbeing, including OPAL play, which contributed to achieving the PLATINUM award, supporting ongoing engagement and attendance throughout the year.</p>		
Governor evaluation Spring			
Governor evaluation Summer			