

SEATON ACADEMY 2025-26		(Created: September 2025 / Reviewed 15/11/25)	
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	
These aspects are our priorities for school improvement this year 2025/26		Whilst implementing the priority action plans we need to...	
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		• 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-term	Headteacher, Curriculum Lead, Support school, School Improvement	December 2025 Complete with new Teaching and Learning Policy in place and lesson structure on a page.						

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	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	Huge progress has been made with End points for KS1 and EYFS clearly mapped.
1.2 Lesson pedagogy will be further developed to ensure that children know more and remember more	Headteacher, Curriculum Leader, EYFS Lead, Teachers	Termly	Complete with new Teaching and Learning Policy in place and 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	Huge progress made and ongoing.
1.4 Lesson structure agreed and all staff aware of the Teaching and Learning Policy.	Headteacher, Curriculum Leader, EYFS Lead	Termly	Complete with new Teaching and Learning Policy in place and lesson structure on a page. Continue to monitor and evaluate.
Governor evaluation Autumn			
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 almost all subjects						
School will review lesson structure and increase the focus on explicit	Headteacher, Curriculum Lead, EYFS Lead	December 2025 Complete – we have a 5 step specific approach to						

teaching of vocabulary		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 environment to ensure that it provides challenge and meets the needs of all children in a progressive way	Headteacher, Curriculum Lead, EYFS Lead, Trustees	October 2025 Learning environment s completely transformed with approx. £60,000 investment across the school.						

		Biggest changes and enhancements across EYFS.						
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	April 2025			

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	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	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	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	Enhancements across Year 1 and 2 with Science and maths areas (Circa £12,000). EYFS completely transformed with brand new classrooms. (Circa £40,000 investment). 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.

Governor evaluation Autumn	
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	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	Autumn 1 and 2 This has happened.						

		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, Attendance administrator	Half-termly. Letters sent and referrals 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.						
			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	Due to the Flu A outbreak this is not the case. The absence links to the children ill and those who have had holidays.
3.3 Attendance procedures focus on communication and creating a sense of belonging.	SLT	Half termly	Ongoing. 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.
Governor evaluation Autumn			
Governor evaluation Spring			
Governor evaluation Summer			

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