

SEATON ACADEMY 2025-26

(Created: September 2025)

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

These aspects are our priorities for school improvement this year 2025/26

- 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

Whilst implementing the priority action plans we need to...

- **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						
School will review the lesson structure and create a structure to ensure that it promotes children securing knowledge in long-term memory	Headteacher, Curriculum Lead, Support school, School Improvement	December 2025						

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						
Teaching and Learning policy developed	Headteacher/Subject Leader							
Staff training and coaching	Headteacher, Curriculum Leader, School improvement	December 2025	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					

1.2 Lesson pedagogy will be further developed to ensure that children know more and remember more	Headteacher, Curriculum Leader, EYFS Lead, Teachers	Termly	
1.3 The curriculum map and lesson pedagogy will ensure that misconceptions are addressed.	Headteacher, Curriculum Leader, EYFS Lead	Termly	
1.4 Lesson structure agreed and all staff aware of the Teaching and Learning Policy.	Headteacher, Curriculum Leader, EYFS Lead	Termly	
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						
School will review lesson structure and increase the focus on explicit teaching of vocabulary	Headteacher, Curriculum Lead, EYFS Lead	December 2025						
CPD to support teaching to use approaches such	Headteacher, Curriculum Lead, EYFS	December 2025	CPD to support teaching to use approaches such	Headteacher, Curriculum Lead, EYFS	April 2026	CPD to support teaching to	Headteacher, Curriculum Lead, EYFS	July 2026

as teaching etymology, explaining meanings, dual coding etc.. To support vocabulary acquisition	Lead, School Improvement		as teaching etymology, explaining meanings, dual coding etc.. To support vocabulary acquisition	Lead, Subject Leaders		use approaches such as teaching etymology, explaining meanings, dual coding etc.. To support vocabulary acquisition	Lead, Subject Leaders	
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						
Implement a programme of high quality continual professional development to increase the	Headteacher, Curriculum Lead, EYFS Lead, School Improvement	Started September 2025... ongoing						

impact of adult interactions								
			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						
2.2 Design of Teaching and Learning Policy.	Curriculum Lead/Head teacher	Autumn 1 term						

2.3 Staff have increased knowledge of teaching approaches to support vocabulary.	Headteacher, Curriculum Leader, EYFS Lead, Teachers	Autumn 2 term	
2.4 Staff have increased knowledge of how to support children to secure foundational knowledge	All staff	Autumn 2 term	
2.5 The physical environment begins to offer a greater challenge to children's learning	Headteacher, EYFS Lead, Curriculum Lead	Autumn 1 term	
2.6 Staff will have increased awareness of what high-quality interactions look like.	All Staff	Autumn 1 term	
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						
All staff to be trained to understand the whole school approach to attendance and their role.	All staff	Autumn 1 and 2						
Celebration of attendance in assemblies and half-termly texts to parents	Headteacher, SLT	From 1/9/25, ongoing						
Support letters and meetings for children below 90% attendance	Headteacher, SLT, Attendance administrator	Half termly						
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	Headteacher, SLT,							

holidays for statutory school-age children.	Attendance administrator							
			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.		SLT	Termly					
3.2 Whole school approach to attendance implemented.								
3.3 Attendance procedures focus on communication and creating a sense of belonging.		SLT	Half termly					
3.4 A collaborative approach between pastoral support, SENCO, SLT promotes strong attendance.		SLT	07/25					
Governor evaluation Autumn								
Governor evaluation Spring								
Governor evaluation Summer								