



**Dunstall Hill Primary School**  
**School Improvement Plan**  
**2025-2027**



**Priority 1**

Continue to enhance the quality of education

**Priority 2**

Continue to adapt to the changing needs of children with SEND and complex needs

**Priority 3**

Enhance and further develop the leadership team within school

**Priority 4**

Raise school attendance to meet national averages

Safeguarding remains the highest priority across the school and underpins all decision-making and practice.

### Priority 1

**Objective:****To continue to enhance the quality of education**

*At least 90% of teaching will be judged good or better, pupil progress will demonstrate improvement across all groups and pupils will be able to articulate their learning confidently, demonstrating a broad and balanced curriculum experience*

**Success Criteria:**

1. Teaching is at least good over time and consistent across school to enable pupils to make at least expected progress and ensure quality first teaching.
2. Assessment and data is used effectively to enable staff to identify pupils who need extra support in order to make at least expected progress.
3. Provide pupils with high-quality feedback, using effective Assessment for Learning strategies (AfL), to support pupil progress.
4. Harness oracy, through Voice 21, to elevate learning to deepen and enhance pupils' knowledge and understanding within a given subject, domain or context.

### Priority 2

**Objective:****Continue to adapt to the changing needs of children with SEND and complex needs**

*The provision for pupils with SEND and complex needs will be well-adapted and consistently embedded across the school. Staff confidence in delivering adaptive teaching will increase, and pupils with SEND will make at least expected progress from their starting points, with positive pupil and parent voice evidence.*

**Success Criteria:**

1. Classroom provision for pupils with SEND and complex needs is effectively adapted across the school so that pupils are supported to access the curriculum and make at least expected progress from their individual starting points
2. Pupils experience a high level of inclusion and wellbeing
3. Strengthen our inclusive school environment by developing a second specialised resource base designed to meet the individual needs of pupils with complex needs, enabling them to thrive and exceed their potential

### Priority 3

**Objective:****Enhance and further develop the leadership team within school**

*The leadership team will have increased capacity and effectiveness, with clearly defined roles and responsibilities, enabling them to provide high-quality strategic oversight, support school improvement priorities and drive measurable improvements in teaching, learning and pupil outcomes.*

**Success Criteria:**

1. All subject coordinators are accountable for the improvements to the quality of education within their subject.
2. Governors have a clear understanding of the school's effectiveness and hold leaders to account for school performance.
3. School has an established Inclusion team that are advocates for disadvantaged pupils and pupils with identified SEND.

### Priority 4

**Objective:****Raise school attendance to meet national averages**

*School attendance will have improved to be in line with or above national averages, with reduced persistent absence, strengthened attendance systems and effective engagement with families to promote positive attendance habits.*

**Success Criteria:**

1. School attendance continues to rise from last academic year with the support of the PHMAT EWO (Education Welfare Officer) through clear systems and procedures
2. Identified families are supported through Early Support Plans and Attendance Support Plans to support improving attendance.
3. Offer regular rewards and celebrations to encourage good attendance