



Dilkes Academy

Key School Improvement Priorities in 2025 - 2026

1. Ensure that the quality of teaching is both consistent and effective (at least 100% graded good and 50% outstanding) across the school through a focus on:
 - High levels of pupil engagement in learning;
 - High levels of cognitive challenge;
 - Excellent use of assessment to support learning within lessons through effective questioning & feedback;
 - Well-pitched tasks that enable all pupils to demonstrate independence and rapid progress in their learning.

2. To maintain high standards in reading, writing and maths across the school and aim to match this in other curriculum areas, using effective assessment and monitoring systems, high expectation and experiences:
 - Disadvantaged pupils make at least expected progress and are set equally high expectations.
 - Ensure pupils with SEND (EHCP and SEN Support) make good progress against their individual targets/starting points.
 - For EHCP children to meet at least 70% of their outcomes with 30% at least partially met.
 - Ensure that any significant gaps/ barriers to educational success between groups of pupils (e.g. boys and girls, SEND and disadvantaged children) are addressed and gaps are diminished.
 - Raise achievement levels in Y2 phonics (cohort 2026) for children who started in the 2025 spring and summer terms

3. To continue to develop the role of middle leaders, both year group leads and subject leads, to set consistent high expectations for all stakeholders and develop an understanding of accountability:
 - Subject leaders plan a rigorous and sequential approach to the curriculum, considering what pupils will be able to know and do at the end points and address any gaps in pupils' knowledge and skills.
 - Subject leaders have a detailed understanding of how well pupils are doing and what next steps cohorts should take.
 - A range of enrichment days are planned to help connect new knowledge with existing knowledge.
 - Ensure all teachers have acquisition of knowledge in order to deliver all subjects effectively, by engaging in CPD.
 - All new staff or leaders are supported well through effective induction.

4. To improve pupils' fluency and rapid recall of multiplication facts and number bonds across Key Stage 1 and Key Stage 2, with a particular focus on raising attainment in the Year 4 Multiplication Tables Check and strengthening foundational number sense.

5. To ensure all pupils access a broad and purposeful range of enrichment opportunities that are fully integrated into the curriculum, enhancing personal development, life skills, and the discovery of individual talents.