THE PRIESTLEY ACADEMY TRUST
TOGETHER CREATING OPPERTUNITY AND ASPIRATION FOR EVERY CHILD

Lilycroft: School Improvement Plan 2026-27

Key Performance Indicators (KPIs)

Headline KPIs	Target
GLD	65%
Phonics	80%
Key Stage 2 RWM Combined	73%
Key Stage 2 RWM Combined GD	10%
Key Stage 2 RWM Combined PP	58%
Key Stage 2 RWM Combined PP GD	15%
Key Stage 2 RWM Combined SEND All	0%
Key Stage 2 RWM Combined SEND All	0%
% Attendance All	97%
% Persistent Absence All	<10%
% Attendance PP	97%
% Persistent Absence PP	10%
OFSTED Framework Judgements	Expected with some strong

PRIORITIES



Priority 1 – Social Justice and closing the disadvantaged gap – SLT Lead- Nabila Akhtar / Leah Florence **Our end-of-KS2 outcomes for disadvantaged pupils surpass the national average, a clear focus must remain on narrowing internal gaps between Pupil Premium cohorts and the overall cohort average.**						
What will we do?	How will we do it?	When?	Who?	**RAG Autumn**	**RAG Spring**	**Final RAG**
1.1 Strengthen whole-school systems for monitoring the attainment and progress of disadvantaged pupils.	1. Use whole-school tracking systems to monitor the attainment and progress of disadvantaged pupils following each assessment cycle. 2. Produce a year-group breakdown of disadvantaged pupil outcomes in Reading, Writing and Maths during pupil progress meetings to identify trends, strengths and areas for development.	Autumn term and Ongoing 2027	Nabila Akhtar			
				Impact:		
1.2 Ensure disadvantaged pupils are accurately identified and prioritised within assessment, target setting and pupil progress processes.	1. Clearly identify disadvantaged pupils on Arbor assessment mark sheets and target-setting documents. 2. Share the names of disadvantaged pupils with class teachers and phase leaders so they remain a priority within planning and teaching and during assessment cycles.	Autumn 2026	Nabila Akhtar Class teachers SLT			
				Impact:		
1.3 Use assessment information to identify pupils requiring timely support and intervention to accelerate progress.	1. Use baseline assessments alongside ongoing formative and summative assessment to identify pupils requiring additional support. 2. Embed structured discussions about disadvantaged pupils into every pupil progress meeting, considering progress from baseline, barriers to learning, the impact of current provision and agreed next steps. 3. Use the Venn diagrams and cohort analysis to identify pupils on track to achieve the combined expected standard in Reading, Writing and Mathematics, with a particular focus on disadvantaged pupils who are close to threshold measures.	Termly	Nabila Akhtar Class teachers SLT			
				Impact:		

1.4 Monitor and reduce internal attainment gaps between disadvantaged pupils and the wider cohort.	1. Produce a detailed analysis after each assessment cycle showing the percentage of disadvantaged and non-disadvantaged pupils achieving Expected Standard and Greater Depth in Reading, Writing and Mathematics. 2. Use this analysis to identify internal attainment gaps and evaluate the impact of interventions. 3. Ensure Senior Leadership Team members leading pupil progress meetings provide feedback to the Assessment and Data Lead and Headteacher so that strategic actions can be agreed and monitored.	Ongoing 2026/27	Nabila Akhtar SLT	
1.5 Monitor participation in personal development opportunities to ensure disadvantaged pupils have equitable access to enrichment experiences.	1. Track participation in extracurricular clubs and wider personal development opportunities for disadvantaged and non-disadvantaged pupils. 2. Analyse participation data to identify any barriers to access and implement strategies to increase engagement where required.	Ongoing 2026/27	Nabila Akhtar Alison Theakston	
2. Embed trust-wide attendance and behaviour strategies – SLT Lead- Leah Florence **Through daily monitoring, our persistent absence dropped sharply to 9.7% in 2025/26 and overall attendance above the national average. We are committed to showing a robust multi-year improving trend and utilising granular data tracking.**				
2.1 Monitor and review the effectiveness of a Trust attendance strategy to ensure school attendance is above national average and that persistent absence is significantly below.	1. Implement the macro-level attendance communication strategic plan across the Trust while preserving local high-profile rewards and soft start triggers etc which work for each school. i. Review waves of support – LC will not have support from LA – need to ensure we have that clear roadmap of support and escalation if needed. ii. Improve messaging strategy – group messaging into further groups – a. Get out of PA. B. Avoid dropping into PA. C. Get into the top band D. Keep being a top attendee!	Review Jul 2027	Leah Florence Fozia Bano Sehrish Tariq	Impact:

	iii. Maintain efforts this year through use of weduc / social media – keep the shift from compliance to community. Target strategic posts for low attendance periods i.e first week in Jan. Everyday count messages paired with an amazing experience shows what they can't replicate at home. iv. Building on this:n strategic timed initiatives i.e 10 days challenge, World Cup, Advent Positivity v. Termly attendance newsletters shared with families across Trust vi. Planned transitional support from long breaks – returning weduc posts / images and microsoft forms vii. Recognition plan – short term achievable goals- celebrate 100% more regularly viii. Use of Sehrish – SEND PP mentoring – trigger days / checking 2. Attendance as part of RESPECT values and curriculum – using language such as 'Passion for learning – staying in class every day allows you to build interest in a topic. Self Awareness – Strength of character you build on showing up on days when you might not feel like it helps create a super power for your future. Resilience etc. 3. Support EYFS attendance and help parents build those positive early habits and routines around attendance.			
2.2 Continue to support vulnerable families and refine systems to support effective safeguarding	1. Refine thematic record keeping: Utilise "Insight" safeguarding software to perform granular mapping of low-level concerns to identify emerging trends before they escalate. 2. Support families with Social Media U-16 Ban – with workshops and information. 3. Monitor new e-safety teaching curriculum as part of our Computing scheme of works	1. Spring 27 2.Dec 26 3. Ongoing	Leah Florence	Impact:

2.3 - Maintain high standards of behaviour and RESPECT culture	1.i. Revision of expectations in school, monitor ii. Restorative practice being used consistently across school. iii. ITAP week supporting SCITT students across the Trust. Iv. Keep high profile and drive of RESPECT and Manners Culture in school v. Sign off Quality Mark 2.i. Review and keep interest in lunch and break time activities – re-launch OPAL / Junior Joes	1. Sept 26 2. Sept 26	Leanne Holdsworth Sehrish Tariq			
				Impact:		
3. Writing – SLT Lead Leanne Holdsworth / Holly Whyte **We have strong foundation of early reading and phonics but a continuing area for development is stabilising the progress of writing across KS2 to ensure all groups excel from their starting points. We want to refine our handwriting and spelling pipeline. We want to create purposeful opportunities to write across our curriculum that deepens children's subject knowledge.**						
1. To improve the implementation of our whole-school handwriting approach so that develops fluency, presentation and pride in written work.	1. Review the current handwriting provision to identify strengths and areas for improvement. 2. Introduce a whole-school agreed handwriting programme with explicit teaching in every year group. 3. Implement regular, non-negotiable handwriting lessons. 4. Introduce handwriting jotters to support regular practice. 5. Develop clear whole-school expectations for presentation across all subjects. 6. Provide staff training to ensure consistent modelling and teaching.	Autumn 2026	Najma Ajaib (SLT – Leanne Holdsworth)			
				Impact:		
2.To streamline the assessment for writing so that it is meaningful and supports pupil progress and reduces unnecessary workload.	1. Review the current PAT writing assessments, remove unnecessary duplication, and simplify the assessment by removing the five planning stages, as they are not required. 2. Produce simplified year-group assessment frameworks linked directly to curriculum expectations. 3. Develop pupil-friendly writing progression documents to be used in English books.	Autumn Term 2026	Najma Ajaib (SLT – Leanne Holdsworth)			
				Impact:		

	4. Introduce pupil self-assessment and teacher conferencing against agreed objectives. 5. Define clear Greater Depth expectations for each year group. 6. Review assessment targets to ensure they reflect progression and National Curriculum expectations.			
3.Evolve the KS2 writing curriculum so that it provides clear progression, high-quality texts and consistent expectations across the school.	1. Produce a whole-school genre progression document. 2. Develop a whole-school text progression document ensuring breadth and progression. 3. Agree end-of-unit expectations for each year group. 4. Create a shared language toolkit and consistent writing terminology. 5. Embed a writing sequence built around reading, vocabulary development, planning, drafting, revising, editing and publishing. 6. Increase opportunities for purposeful short burst writing. 7. Develop writing opportunities across the wider curriculum. 8. Monitor implementation to ensure consistency across all year groups.	Autumn Term 2026 into Spring Term 2027	Najma Ajaib (SLT – Leanne Holdsworth)	Impact:
4. To ensure spelling teaching, practice and assessment are fully aligned with National Curriculum expectations and support sustained improvement in pupils' spelling accuracy.	1. Review the current spelling programme against National Curriculum requirements. 2. Amend or replace the existing programme where necessary. 3. Ensure spelling assessments reflect the spelling patterns and objectives taught. 4. Introduce spelling jotters with personalised spelling targets. 5. Implement regular assessment of taught spelling patterns. 6. Monitor progression to ensure systematic development across year groups.	Spring 2027	Katie Oddy (SLT – Leanne Holdsworth)	Impact:

4. Curriculum and Assessment – SLT Lead- Holly Whyte **The key developmental step is creating a systematic approach to ongoing formative assessment within wider curriculum subjects to understand, isolate and close specific knowledge gaps.**						
What we will do?	How we will do it?	When?	Who?	**RAG Autumn**	**RAG Spring**	**Final RAG**
4.1 Continue to embed our foundation curriculum subjects to ensure equity of offer and exemplary progress for all pupils through assessment	Curriculum Design and Progression 1. Strengthen curriculum coherence by ensuring subject action plans align with whole-school priorities. 2. Continue to refine curriculum plans to ensure clear progression of knowledge, skills and vocabulary from EYFS to Year 6 supported by assessment framework 3. Review and adapt curriculum sequences in response to monitoring evidence, assessment information and pupil feedback. 4. Identify opportunities to strengthen curriculum links, cultural capital and enrichment within foundation subjects. 5. Increase writing opportunities in foundation subject (history/geography main focus) with focus to presentation, spelling and handwriting Professional Development 1. Continue to develop whole-school priorities including oracy, retrieval practice and assessment across the curriculum with evaluation of this becoming the target for SL's. 2. Build on Trust-wide collaboration to further strengthen curriculum design, implementation and assessment. 3. Encourage joint leadership projects and cross-curricular working where appropriate e.g. ECT's support	Autumn term 26 assessment Lyfta Summer 27	Holly Whyte	Impact:		

	Monitoring, Assessment and Evaluation 1. Strengthen assessment systems within foundation subjects to support accurate evaluation of pupil knowledge and progression – use of tracker following each unit as final Assessment lesson 2. Ensure monitoring findings directly inform curriculum refinement and subject action planning – SL given time to analyse these 3. Develop clear feedback and accountability processes between SLT and subject leaders during appraisal and evaluations to inform next steps for SLT support. 4. Evaluate the impact of curriculum assessment through monitoring evidence, pupil outcomes from retrieval and quizzes. Pull out progress of groups e.g disadvantage, SEND and triangulate across all subjects e.g. % EXS in art.			
4.2 Continue to develop Trust wide Lyfta into school PD/curriculum offer	Curriculum Implementation 1. Embed Lyfta deliberately across foundation subjects Geography, RE and Computing to strengthen curriculum links and provide meaningful global learning experiences. 2. Identify opportunities within medium-term plans for Lyfta Live sessions and curriculum-linked Lyfta content. 3. Support staff to adapt existing planning to maximise the use of Lyfta and deepen learning across subjects. 4. Develop stronger links between Lyfta experiences and pupils' written outcomes, including extended writing opportunities where appropriate.			Impact:

	5. Continue to strengthen links between Lyfta, British Values and Protected Characteristics across the curriculum. Staff Development and Consistency 1. Deliver regular staff meeting updates and CPD to share effective Lyfta practice and maintain implementation momentum. 2. Provide opportunities for staff to observe successful Lyfta teaching and share examples of high-quality classroom practice. 3. Share examples of effective implementation and assessment proformas across the Trust to ensure consistency and support staff confidence. 4. Develop staff understanding of how Lyfta can enhance subject-specific knowledge, vocabulary, oracy and cultural capital. Monitoring and Quality Assurance 1. Monitor implementation through lesson visits, planning reviews and pupil discussions. 2. Ensure subject leaders evaluate the impact of Lyfta within their subject areas and report findings as part of their monitoring cycle. Pupil Voice and Personal Development 1. Gather pupil voice each term to evaluate engagement, learning and the impact of Lyfta experiences. 2. Use pupil feedback to refine future implementation and identify the most effective approaches.			

	3. Provide opportunities for pupils to discuss diverse perspectives, develop empathy and explore real-world issues through Lyfta learning. 4. Strengthen pupils' understanding of global citizenship, diversity and inclusion through planned Lyfta experiences. Sustainability and Future Development 1. Continue Year 2 of the three-year implementation strategy, building staff confidence and increasing independent use of Lyfta. 2. Support subject leaders to identify curriculum-specific opportunities for writing using Lyfta and share successful examples with colleagues e.g. History, geography, Arts and culture 3. Further develop Trust-wide collaboration to strengthen implementation and share impactful practice. 4. Evaluate long-term impact and use findings to inform future curriculum development and implementation priorities.			

5.Inclusion - SLT lead Alex Atanaskovic **This focus area replaces Oracy Development to reflect our key structural changes. Lilycroft supports a high density of SEND pupils (26.2%). We aim to create a bespoke curriculum pathways and specialised adaptations for high-needs or EHCP pupils. Our SEF specifically emphasizes optimising our physical sensory spaces, adapting our curriculum and refining small-step tracking.**						
What we will do?	How we will do it?	When?	Who?	**RAG Autumn**	**RAG Spring**	**Final RAG**
5.1. Develop a clear vision and curriculum for the SEND Base. Establish staffing and leadership structures. Plan the learning environment. Establish baseline measures.	1.Visit established SEND Bases. 2. Audit pupil needs. 3. Launch curriculum using sensory approaches including Sensory Curriculum, Sensory Circuits, Intensive Interaction and Tapestry. 4. Deliver coffee mornings, family workshops and transition meetings. 5. Deliver CPD on adaptive teaching, autism, communication-friendly classrooms, sensory processing, positive behaviour support and trauma-informed practice. 6. Develop regular working partnerships with Speech and Language Therapy, SCIL Team, PAT SEND Inclusion Lead, Physio and OT Team 7. Re-introduce Sensory Circuits, KS1 sensory curriculum, communication strategies and visual supports.	Autumn 1- Establishing Foundations	LPS - Alex Atanaskovic - Jennie Snowden (PAT Trust)			
5.2. Develop staff expertise in inclusive practice. Strengthen multi-agency working. Begin implementing specialist approaches. Develop the physical environment. Monitor implementation.	Further develop regular working partnerships with Speech and Language Therapy, SCIL Team, PAT SEND Inclusion Lead, Physio and OT Team Undertake learning walks, coaching sessions and pupil voice activities. Continue building links with Early Help, Health Visitors, School Nursing and MHST.	Autumn 2 – Continue building Staff Expertise	Alex Atanaskovic – LPS Jennie Snowdon PAT Trust			

5.3. Embed high-quality SEND Base provision. Improve teaching through coaching. Strengthen partnerships with families. Expand external partnerships.	Further develop flexible timetables including small group teaching, mainstream integration, interventions, outdoor learning and communication sessions. Introduce structured observations, lesson study and instructional coaching.	Spring 1 – Embedding Practice	Alex Atanaskovic -	
5.4. Develop robust assessment systems. Evaluate effectiveness of provision.	Schedule evaluation for Tapestry and Sensory Curriculum/Cherry Garden. 2.Develop approaches to understand engagement monitoring, communication assessments, provision mapping and outcomes tracking. 3. Analyse progress, attendance, behaviour, engagement and parent feedback to understand impact. 4. Review staffing deployment and curriculum effectiveness.	Spring 2 – Measuring Impact	Alex Atanaskovic - Nabila Akhtar	
5.5.Extend inclusive practice across the school. Increase opportunities for inclusion. Strengthen parental and community engagement.	Deliver coaching, demonstration lessons and peer observations to mainstream staff. Develop shared play, enrichment activities, assemblies, educational visits and sporting opportunities. Continue coffee mornings, develop community links and celebrate inclusion through displays, newsletters and governor visits.	Summer 1 – Extend Inclusion	Alex Atanaskovic -	
5.6. Evaluate the effectiveness of the SEND Base. Plan for sustainable improvement.	Review curriculum, staffing, pupil outcomes, parental engagement and resource allocation. Develop Year 2 priorities, budget planning, CPD programme, succession planning, review assessment systems and sensory curriculum. Share effective practice across the Trust and Local Authority.	Summer 2 – Sustainability and Future Planning	Alex Atanaskovic - SLT Team	