



Priorities

A. QUALITY OF EDUCATION	
A1	Further improve the consistency of Quality First Teaching pedagogy and adaptive teaching in all classes (mainstream and Resource Base) and in all subjects to increase engagement and raise achievement for all pupils across the school, particularly closing the gap for disadvantaged and SEND learners.
A2	Further refine the 'essential knowledge' that <u>all</u> children need to learn in each subject and ensure knowledge organisers and the taught curriculum match to this.
A3	Improve practice, processes and provision for identification of, and support and intervention for, SEND in the mainstream school, including broadening the umbrella of ordinarily available provision over time.
A4	Develop practice, processes and provision across the Complex Needs Resource Base in order to secure a consistently high-quality experience for all pupils.
A5	Improve pupil outcomes in Writing throughout the school (internal data and statutory assessment points), particularly for disadvantaged learners.
A6	Implement the Mastering Number programme in EYFS and KS1 to impact on pupils' fluency in calculation and a confidence and flexibility with number ('number sense').
B. BEHAVIOUR AND ATTITUDES	
B1	Continue to improve children's attendance, especially for disadvantaged and SEND learners, to continue to bring it closer in line with national averages and to reduce persistent absenteeism.
B2	Continue to build an environment which promotes positive behaviours for learning throughout the school.
C. PERSONAL DEVELOPMENT	
C1	Review the school's curriculum for Relationships and Sex Education to ensure it remains fit for purpose and compliant with any statutory changes (once new DfE guidance is finalised and published) and also meets the needs of pupils with more complex SEND.
C2	Ensure the school's "wider offer" of experiences and enrichment opportunities to build, e.g. cultural capital, are well-documented to help support them being consistently and thoroughly realised.
D. LEADERSHIP AND MANAGEMENT	
D1	Further develop monitoring and evaluation processes so that leaders can clearly articulate the impact of the actions taken and adapt approaches when needed in order to bring about improvement.
D2	Further refine processes and systems for pastoral care, attendance and safeguarding teams to work in a structured and cohesive way to engage with families, improve attendance, build capacity for Early Help intervention and ensure children are safe.
D3	Further develop the Governing Board's strategic oversight so that they can challenge school leaders as well as support them.
E. EARLY YEARS FOUNDATION STAGE	
E1	Implement the Mastering Number programme in EYFS as the main maths lesson for all number work, and ensure that children are offered opportunities within the wider provision to embed their learning.
E2	Embed the Greg Bottrill 'Drawing Club' approach to help enrich children's language skills, develop fine motor skills and support the whole-school aim to improve writing outcomes.