

Key Priorities for 2023 – 2024 based on Review of previous SSDIP, School’s SEF and Other Key Judgements

Plan 1 Quality of Education	Plan 2 Behaviour and Attitudes	Plan 3 Leadership and Management	Plan 4 Personal Development	Plan 5 Early Years
<p>Review whole school curriculum document for 23/24, particular focus on knowledge and vocabulary and ensure targeted vocabulary instruction in every subject</p> <p>Improve quality teaching across school by:</p> <ul style="list-style-type: none"> <li>• high quality daily teaching: the ‘five-a-day’ approach;</li> <li>• improving reading outcomes ‘Reading for Mastery’ and embedding the Reading Framework, teach reading comprehension strategies through modelling and supported practice</li> <li>• using diagnostic assessment to address learning gaps.’</li> </ul> <p>Ensure high quality teaching and learning in computing throughout the school</p> <p>Gain PSQM Gilt in Science</p> <p>Continue to target children individually with bespoke support to ensure children exceed progress of non-disadvantaged with similar starting points.</p> <p>Support children to develop knowledge retention and recall skills – Assessments being used to inform judicious adaptations to the curriculum</p> <p>Enhance Oracy throughout the school</p>	<p>Behaviour - ensuring a whole-school culture in which behaviour routines are implemented positively, <u>consistently</u>, and with transparency</p> <p>Maintain current bullying prevention policies and procedures</p> <p>Ensure all new starters and staff keep up to date with Anti-Bullying Alliance modules</p> <p>Improve the attitude of a relatively small group of parents to attendance and punctuality</p> <p>Increase the rates of attendance to approx. 96% by engaging further with external agencies. focus: supporting children with SEND to ensure good attendance</p> <p>Parent workshop on behaviour and bullying prevention</p>	<p>Review of school aims and mission statement by whole school community Senior leaders to complete NPQs in Early Years, Behaviour and Culture and Senior Leadership</p> <p>Governor development- ensure all new governors (approximately 33% of board) are supported to deliver effective strategic leadership and challenge and ensure succession planning for key roles.</p> <p>Support staff new to their subject areas to enable them in to lead and manage effectively their new subject areas and drive improvement</p> <p>Safeguarding - Maintain current high standards</p> <p>Keep up-to-date with safeguarding training especially in areas that may not currently directly impact our setting</p> <p>Governing Board to review schools position for the academy process</p>	<p>Maintain current extensive cultural capital provision and develop as further opportunities arise</p> <p>Develop skills in knowledge retention – knowing more and remembering more through teachers training and lesson delivery</p> <p>Playground review, re-designation of spaces and development of the ‘Relaxation Station’ and resources for all children</p>	<p>EYFS lead to complete NPQ in Early Years</p> <p>Develop outdoor area to have clear zones with accessible continuous resources</p> <p>Create a progression grid for sand and water play to develop skills, knowledge and vocab throughout the year.</p> <p>Plan and deliver high quality Maths mastery session</p> <p>Subject leader uses information gained from ongoing NPQEY to drive improvements and make changes to practice</p> <p>Fully train and support new staff member to ensure children get the best teaching and support</p> <p>Implement Paul Dix training to improve behaviour management and relationships with children to have a positive impact on engagement and therefore attainment</p>