

Key Priorities for 2021 – 2022 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>To embed existing curriculum drivers and embed the updated curriculum drivers – ALPS</p> <p>Smooth transition to Insight Tracking for summative assessment, recording and informing planning is consistent and robustly completed across the whole school for foundation subjects</p> <p>To review whole school curriculum and create knowledge organisers for art, MFL, RE and music</p> <p>To raise % of GDS writing with particulate focus on KS1 and boys at KS2</p> <p>To ensure high quality teaching and learning in mathematics through excellence in teaching of mastery approach</p> <p>To mitigate any loss of learning caused by school closures in spring term 2021 – Learning</p>	<p>Ensure attendance levels are above national for similar schools</p> <p>Embed ‘Social Intelligence’ as a core driver</p> <p>Maintain and enhance curriculum standards and engage parents to reinforce school core values</p> <p>Ensure children recover learning to learn skills that may have been lost during school closures</p> <p>Focus on learning retention and recall – development of techniques and strategies to support children in knowing more and remembering more</p> <p>Improve the attitude of a relatively small group of parents to attendance and punctuality. Increase the rates of attendance to approx. 96% by engaging further with external agencies. focus: children with SEND and reception starters</p>	<p>New HT and SLT secure outstanding</p> <p>Continue to lead the formation of a MAT to bring about more effective outcomes from 4 – 19 so encompassing all children including those with SEND.</p> <p>Redesign of curriculum monitoring program to be fit for purpose and add greater value</p> <p>SSDIP to continue to focus on role of middle leaders in school linked to higher expectations of their role in terms of subject leadership with particular focus on art, MFL and computing</p> <p>Subject leaders have developed improved processes and procedures re monitoring</p> <p>Ensure that those children for whom pupil premium provides support continue to receive the support to maintain levels of progress so they maximise their potential academically and socially.</p>	<p>Continue focus on life-long learning and developing SEMH so children are better prepared for the next stage of their education using ALPs</p> <p>Ensure the rich provision of our enrichment program is fully realised post pandemic including visits, visitors and before/afterschool clubs</p> <p>Ensure high quality safeguarding procedures are maintained and developed through effective self-review and training</p> <p>Embed ‘Social Intelligence’ as a core driver</p> <p>Review the impact of ‘No Outsiders’ in 20/21</p> <p>Embed ‘No Outsiders’ scheme to promote equality and embrace diversity</p> <p>Review the updated relationship and health education policy and curriculum</p>	<p>To implement EYFS Framework post Early Adopted Approach using learnings to influence practice</p> <p>Maximise learning opportunities to ensure any gaps in learning are mitigated by end of July 2022 due to children not accessing pre-school setting during school closures</p> <p>CPD for all staff looking at different Early Year Pedagogy and how it can be implemented into the Learning Environment with reference to outdoor learning, physical development, natural materials for calming spaces and raising the profile of reading and writing in the environment.</p> <p>Following review integrate White Rose Maths into the EYFS to ensure consistency in approach across the whole school</p>

<p>Recovery Plan with particular focus on <u>spelling</u></p> <p>Effective use of Catch Up premium to mitigate any disruption caused by COVID 19</p> <p>Ensure current approach to systematic phonics is maintained and enhanced through additional training where needed. Continue to target children from an early starting if appearing to fall behind.</p> <p>Continue to target children individually with bespoke support to ensure children exceed progress of non-disadvantaged with similar starting points</p> <p>Ensuring that all children are accessing high quality learning in computing</p>		<p>Governors to continue the journey of improving self-review processes of the Governing Body.</p> <p>Governors to maintain their role effectively post 2020 /2021 COVID pandemic and to ensure smooth transition through restructuring and appointment of new chair</p> <p>Safeguarding - Maintain current high standards Keep up-to-date with training especially in areas that may not currently directly impact our setting e.g. FGM</p>	<p>Maintain close partnership with WHS to ensure children supported through transition and have necessary skills, knowledge and understanding to prepare for future learning.</p> <p>Develop skills and strategies across the school in knowledge retention and recall</p> <p>Further develop children’s skills in resilience and reflection, providing spaces for children to access independently for support and quiet, Development of the ‘Chill out zone and resources for all children</p>	<p>Ensure all subject leaders fully aware of expectations of EYFS</p>
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