

Key Priorities for 2024 – 2025 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>Update and adapt medium term planning process for foundation subjects</p> <p>Deliver deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum to support children to make progress in the four strands of oracy outlined in the Oracy Framework</p> <ul style="list-style-type: none"> • Physical • Linguistic • Cognitive • Social and emotional <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>Whole curriculum review for PE</p>	<p>Behaviour – embed behaviour routines and culture training from Paul Dix – when the adults change</p> <p>Ensure all new starters and staff keep up to date with Anti-Bullying Alliance modules</p> <p>Ensure key staff are trained in Positive Handling</p> <p>Review of L2L awards to ensure they are fit for purpose, meaningful and recognise achievements in 5Rs</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>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>Governing Board to finalise school’s position for the academy process</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>Ensure 2x ECTS are fully supported through their induction and ECT training</p>	<p>Deliver deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum to support children to make progress in the four strands of oracy outlined in the Oracy Framework</p> <ul style="list-style-type: none"> • Physical • Linguistic • Cognitive • Social and emotional <p>Develop support at lunch and playtimes for children with SEND</p> <p>Zones of Regulation – implementation across school</p>	<p>Deliver deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum to support children to make progress in the four strands of oracy outlined in the Oracy Framework</p> <ul style="list-style-type: none"> • Physical • Linguistic • Cognitive • Social and emotional <p>Reading for Mastery – Maintain current high standards</p> <p>Maths Mastery – continue to develop practise and embed into weekly timetable</p> <p>Outdoor learning – Ensure bi-weekly sessions take place in the forest area</p>