

Overview of Key Priorities 2019-2020

Effectiveness of leadership and management

1

- Leaders at all levels are empowered and supported to drive school improvement
- Senior leaders recognise pressures and minimise unnecessary workload to ensure work life balance
- To develop and support subject leaders in effective subject leadership
- Leaders and governors have a deep understanding of the school's effectiveness informed by the views of pupils, parents and staff

Quality of education

2

- To review the school's curriculum to ensure coherence and progression of skills and knowledge across all subjects through an engaging and inspiring curriculum
- Feedback and assessment are used effectively to move children's learning and progress forward
- Middle leaders use their knowledge of the curriculum and monitoring to maximise impact on learning outcomes

Behaviour and attitudes

3

- High expectations for behaviour and conduct from all staff and continued robust tracking of behaviour
- Children make a positive contribution to the life of the school and wider community. Pupils actively support the wellbeing of other pupils
- Learners have a positive attitude towards education

Personal development

4

- To support the physical and mental health and resilience of pupils. Pupils make informed choices about healthy eating, fitness and their emotional and mental wellbeing
- To develop confident, articulate and resilient children
- To further develop leadership opportunities for pupils

Early years education

5

- To develop quality interactions between children and staff in order to support child skill development, vocabulary acquisition and extend children's thinking during their play.
- To record an accurate learning journey demonstrating a pupil's ability across the ELGs
- To develop and embed policies and procedures within the Nursery
- To identify strengths and areas for development for future nursery provision

SEND

6

- Disadvantaged children and children with SEND achieve the best possible outcomes