

School priorities for 2024 to 2025

Priority 1

The Quality of Education

- High expectations for learning including good presentation in books and on displays
- Learning environments are purposeful, inviting and free from clutter
- Writing is consistently taught to enable standards to improve and children to be confident writers meeting expectations
- Maths Mastery approach taught regularly and consistently to enable children to reach the expected standard
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of learners with SEND, increasing their fluency and independence
- **Implement consistent systems for assessing what pupils remember in the longer term**

Priority 2

Behaviour and attitudes

- Support pupils to have high attendance, come on time to school and be punctual to lessons
- High expectations from all adults for all children to be ready to learn, low level disruptions dealt with quickly, high level disruption supported by the Inclusion team and the use of safe spaces in school

Priority 3

Personal development

- Embed the Trauma informed approach
- Thrive is integrated into school to support all children and help adults to understand and meet needs appropriately
- Continue to develop the Inclusion team to support all children to reach their full potential during learning and social times
- Outdoor learning and Forest schools are accessed by all children and impact positively on learning behaviours

Priority 4

Leadership and management

- All leaders are working to improve outcomes across school in reading, writing and maths for all groups of children – Combined score increases
- Children as leaders – continue to develop Rights Respecting Council, Eco Club committee, Rights Respecting Champions, Arts council and start Curriculum leads
- **Ensure that subject-specific approaches to assessment are in place and that leaders use this information consistently to assess whether pupils are learning and remembering the intended curriculum.**

