

**These areas for improvement are the current key priorities for the School Improvement Plan**

<b>Wellbeing and Recovery</b>	<ol style="list-style-type: none"> <li>1) Pupils identify and communicate their emotions and thinking and also recognise how others are feeling, responding appropriately.</li> <li>2) The curriculum supports wellbeing and recovery with careful provision given to those who need additional support.</li> <li>3) Staff are supported through change and feel safe to share their thinking.</li> <li>4) Workload for both staff and pupils is considered carefully.</li> </ol>
<b>Quality of Education</b>	<ol style="list-style-type: none"> <li>1) Following school closure, the curriculum and timetable are reviewed and adjusted regularly, allowing for all learning styles to be included and gaps to be filled.</li> <li>2) Reading is central to the curriculum; writing standards improve for lower attainers and boys.</li> <li>3) Planning and delivery in all subjects show clear progression; teaching meets the needs of all pupils and allows for deep long-term learning of knowledge and successful application of skills.</li> <li>4) Good teacher knowledge of the maths curriculum allows for careful addressing of gaps and misconceptions whilst providing challenge for all.</li> </ol>
<b>Personal development</b>	<ol style="list-style-type: none"> <li>1) There is a defined programme of opportunities to develop pupils' understanding of different cultures.</li> <li>2) Pupils are able to volunteer and take part in and lead events in the community.</li> <li>3) Pupils are keen to learn more about moral and ethical issues and are able to sensitively debate their views with others.</li> <li>4) Forest school and outdoor learning is fully embedded</li> </ol>
<b>Leadership and Management</b>	<ol style="list-style-type: none"> <li>1) Heads of schools work together to develop collaboration whilst maintaining clear communication and leadership during a year of change and unpredictability.</li> <li>2) Subject leaders develop confidence and work together to develop expertise – they are ready to extend their monitoring and collaborate across the partnership.</li> <li>3) Shipbourne senior leadership team is strengthened and work collaboratively on focus areas.</li> <li>4) The high quality professional development (CPD) received during school closures is shared and improves practice; future CPD is planned carefully.</li> </ol>
<b>Early Years Provision</b>	<ol style="list-style-type: none"> <li>1) The learning environment meets the needs of the new EYFS framework.</li> <li>2) New entrants settle quickly whilst year 1 are able to reach a GLD (good level of development) before moving on to the year 1 curriculum.</li> <li>3) Planning in the moment is used effectively and results in accelerated progress towards GLD.</li> </ol>

