

<b>These areas for improvement are the current key priorities for the School Improvement Plan informed by the SEF</b>	
<b>Wellbeing and Recovery</b>	<ol style="list-style-type: none"> <li>1) The senior lead ensures wellbeing is supported through careful curriculum provision for all and prompt appropriate intervention for individuals with specific need.</li> <li>2) Pupils identify and communicate their emotions and thinking and also recognise how others are feeling, responding appropriately.</li> <li>3) Staff continue to feel supported and communication strengthens.</li> </ol>
<b>Quality of Education</b>	<ol style="list-style-type: none"> <li>1) There is sequenced progression in all subjects so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.</li> <li>2) Teaching develops due to focused staff research and a culture of regular developmental feedback (36 nudges).</li> <li>3) Teachers check pupils' understanding effectively through regular knowledge and skills checks identifying and correcting misunderstanding, adjusting planning and guiding high quality intervention.</li> <li>4) The teaching of reading is strong, enabling pupils to confidently access learning across the curriculum.</li> <li>5) All pupils are able to write independently at length with a rising proportion achieving at age-related and greater depth.</li> <li>6) Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life thus making good progress in line with their peers.</li> </ol>
<b>Behaviour and Attitudes</b>	<ol style="list-style-type: none"> <li>1) Behaviour expectations are made clear and are understood by all.</li> <li>2) There is consistency in the way behaviour is managed.</li> <li>3) Pupils show a keen desire to learn and self-regulate effectively.</li> <li>4) Training is available to improve whole school practice.</li> </ol>
<b>Personal development</b>	<ol style="list-style-type: none"> <li>1) There are opportunities for pupils to engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</li> <li>2) There are opportunities to become more greatly involved in the community and volunteering.</li> <li>3) Forest school is extended beyond the school grounds and enhances learning opportunity.</li> </ol>
<b>Leadership and Management</b>	<ol style="list-style-type: none"> <li>1) SLT have a clear understanding of current objectives and take ownership of monitoring.</li> <li>2) Feedback and CPD is developmental, focusing directly on strengths and identified areas for development.</li> <li>3) Across the partnership, there is collaboration between pupils, staff, subject leaders and SLT.</li> <li>4) Subject monitoring occurs across the curriculum through high quality deep dives and high SLT involvement.</li> <li>5) Governor monitoring is regular and purposeful, helping them to gain a clear picture of strengths and areas for improvement.</li> </ol>
<b>Early Years Provision</b>	<ol style="list-style-type: none"> <li>1) New staff are supported to quickly meet additional need.</li> <li>2) The learning environment optimises the development of the Characteristics of Effective Learning.</li> <li>3) The new EYFS framework is fully embedded.</li> <li>4) The timetable ensures effective delivery of the EYFS and Year 1 curriculum so that the needs of all learners are met.</li> </ol>
<b>Building and Facilities</b>	<ol style="list-style-type: none"> <li>1) Plans develop to ensure that the school site continues to meet the needs of current learners and the wider community in the future.</li> </ol>