School Improvement Priorities 2024-2025 (for discussion with Governors)

Aspect of School Improvement	**New Priorities** 2024-25 (those in bold are explained in more detail within the SIP for the current year)
The Quality of Education	• **Consider the impact of RWInc upon writing (including spelling) in KS1 and implement changes where necessary** • **Continue the whole school focus on 'Learning Beyond the Classroom' improving use of the school grounds across the whole curriculum** (including Collective Worship) • **To ensure Oracy is planned for with the curriculum and that it impacts upon writing progress and writing enjoyment – (Telling the Story English report)** • **To implement the Cumbria Agreed Syllabus for RE throughout school considering the findings in Deep & Meaningful (RE subject report)** • **Review the current PE scheme (IPEP) and evaluate alternative schemes that may improve the teaching of PE across the school** • **Continue to embed approaches to curriculum delivery (Quality First - Adaptive Teaching, Retrieval Practice, Feedback, Vocabulary)** • **Refine long-term plans to ensure greater AMBITION, better linking subject content and enrichment opportunities including skills** • **Embed the use of IA SEND amongst teachers to support planning and teaching of high needs SEND pupils – investigate alternative curriculum pathways**
Behaviour and Attitudes	• **School policy and practice will reflect *Working Together to Improve School Attendance (19th Aug 24).*** School attendance will remain above national average, with the school target of 97% remaining. Leaders will continue to monitor punctuality, persistent absenteeism and holiday's during term time, working with the LA, parents and children to negate these / Leadership & Management Link • **For staff to work closely with our newly qualified Senior Mental Health Lead on strategic planning across school.** Pupils will better understand how they can support the wellbeing of themselves and others – JIGSAW PSHE Wellbeing • **To provide frequent information for parents and pupils around keeping safe online making best use of the National Online Safety (NOS) platform**
Personal Development	• **Increase opportunities in school for Pupil Voice to be heard and acted upon (EYFS / school council / collective worship committee / well-being team / Play Leaders etc.)** • **To develop an active culture of justice and responsibility** (alongside a deeper understanding of the protected characteristics and British values) **enabling pupils to make ethical choices and become agents of change. (Achieve the SuperKind Social Impact School Award)** • **Ensure collective worship allows pupils and adults to flourish spiritually**. Para 322 SMSC -Ensure all staff have a clear understanding of how to provide for the Spiritual Development of pupils
Leadership and Management	• **To ensure the SIAMs self-evaluation (Sept 23) is completed and leads to improved leadership at all levels enabling all pupils and adults to flourish Partnership with the Diocese will be strengthened to ensure the school is supported in meeting its designation as a church school** • **Governors will review their vision & strategic direction for the school specifically Academy Status** • **Leaders will ensure, following consultation, RSHE teaching reflects new policy and that parents are consulted regarding its delivery** • **Leaders will ensure an open and positive culture around safeguarding that puts pupils' interests first and meets the standards outlined in KCSIE 2024** • **To review data protection policies and practice in school in light of the following guidance and KCSIE 2024** Data protection in schools - Guidance - GOV.UK (www.gov.uk) • **Ensure the school meets the following guidelines relating to cyber security** Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
Early Years (In addition to Q of E priorities)	• **In EYFS maintain the GLD at 75% and above - target lowest 20% in phonics, maths, writing and S&L (Introduce: Move to Write & Drawing Club, NCETM Mastering Number)** • **Continue to improve the extent to which practitioners assess & communicate what pupils know and remember - EEF High Quality Interactions in the Early Years** • **Better plan for the acquisition of new language and incorporate it into the learning environment – Oracy Target Q of E – Young Children's Voices Doc**