



Every year schools set out their key priorities for the year ahead. A variety of information is considered when writing the priorities, from assessment data to discussion with colleagues, children and parents. Below are the key priorities we are working on at school. This list is not intended to be definitive, and other areas of the curriculum are not ignored as a result.

Priority 1: TO BECOME A WARWICKSHIRE ATTACHMENT AND TRAUMA INFORMED SCHOOL

Through continual professional development the whole staff will have a good understanding of the impact of significant relational traumas and losses upon pupils. The principles of attachment will be firmly embedded in our policies and our approach to supporting our pupils. As a school we will work closely with our families to develop a shared understanding of the pupil reflecting on possible stressors and calmers.

Priority 2: TO REVIEW AND DEVELOP THE RELATIONSHIPS AND HEALTH EDUCATION CURRICULUM

We will develop the subject knowledge of all teachers in delivering the new Relationships and Health Education policy. Prior to teaching this subject we will share the resources with parents and consult with parents through a forum. Our new Mental Health Champion will ensure that the teaching of well-being and mental health is central to all and woven throughout the curriculum.

Priority 3: FURTHER DEVELOP THE CURRICULUM SO THAT THE PROGRESSION OF KNOWLEDGE AND SKILLS IS CLEARLY DEFINED.

We continue to develop our curriculum so that children actively seek to make links when learning new concepts. Our creative assessment approaches and clear feedback will ensure that pupils can identify misconceptions quickly and make accelerated progress. We are developing our Blended Learning approach so that staff can provide a well-sequenced curriculum which ensures knowledge and skills are built incrementally across subjects.

Priority 4: TO IMPROVE THE QUALITY OF THE TEACHING, PROGRESS AND ATTAINMENT OF ALL PUPILS IN MAKING UP FOR LOST TEACHING TIME

All teachers and staff will quickly identify areas of learning that children need to “catch up” and design their curriculum to ensure pupils have these opportunities. Teachers and SLT will analyse data to clearly track progress of all pupils and identify those groups who need further support. Through good quality teaching, SEND and more able pupils will make good, or better than good, progress from their starting points.

Priority 5: TO IMPROVE THE QUALITY OF EARLY YEARS EDUCATION

We will provide a learning environment that is visually explicit, well-resourced, appropriately enhanced and meticulously planned for. Within the continuous provision, appropriate enhancements will be planned that move learning forward by enabling children to explore, investigate and experiment. Teachers will use “Sustained Shared Thinking” to model narrating and questioning to extend the children’s thinking.

The school’s Governing Body will continue to monitor this plan closely over the course of the academic year. Key staff will be questioned over time about each of these priorities and their responses discussed.

If you would like any further information about school improvement planning, please speak to Mrs. Simpkins or Mrs Turner.