

Quality of Education

Key Priorities:

- Spelling and handwriting across school, but especially in key stage one, is of a consistently high standard. Nelson handwriting and Oxford Owl are fully embedded and form part of the curriculum mini missions so that pupils understand the expectations in all areas of the curriculum.
- Guided reading and a love of reading is further celebrated and embedded across school. Overviews of units of work and areas of learning are consistently in place and utilised to track progress and next steps.
- Continue to raise attainment in all areas consistently across school and in all groups. *
- Increase the amount of higher ability pupils who consistently achieve higher outcomes. *
- Pupils use greater fluency with mental calculations so that they are able to apply their skills, knowledge and understanding at mastery level. This will also prepare pupils building up to the Year 4 multiplication check. Times Table Rock Stars will continue to become embedded across school and also be used as a homework tool to build confidence.

*Covid-19 rebuild and recover documentation

Behaviour and Attitudes

Key Priorities:

- Improve attendance across school so that it is always in line or above national with a reduction in persistent absence.
- Improve behaviour so that all children are always able to show self-control. Continue to develop the pastoral care so that children are given opportunity to discuss thoughts, feelings and actions and restoratively evaluate a situation.

Personal Development

Key Priorities:

- All children to make consistently good choices with regards to a healthy diet at school and have a full understanding of what a balanced diet consists of. Wider links with Science and PE will support this further.
- School to offer all pupils chance to demonstrate and develop talents and interests. 11 B4 11 and the Springhill 'Pupil Promise' will offer children opportunities to showcase and develop this outside of the curriculum.

- School to offer opportunities of wider responsibilities outside of the curriculum to further develop pupils' character development through spiritual, moral, social and cultural understanding. Pupils will make consistent and highly positive contributions to school life and the wider community.
- Continue to develop the curriculum so that it offers a range of opportunities for learning, engagement, skills and knowledge acquisition and reflects school's local context with regards to cultural capital for pupils.

Leadership and Management

Key Priorities:

- Continue to build a leadership team who are confident in their abilities and are able to show the intent, implementation and impact of their subject responsibilities across school.
- Maintain and develop safeguarding procedures through regular training and updates
- Build continually on outside and local agencies to further strengthen bonds between them and school.
- Teachers to have individualised opportunities for continued professional development as part of our MAT.
- Leaders are to consider the impact of Covid-19 as well as other factors on teacher workload and act accordingly where possible.

Early Years

Key Priorities:

- Increase percentage of children who achieve the required level of GLD.
- Ensure the EYFS unit is a hub for current and prospective parents where children's early development is at the forefront.
- Offer a broad range of exceptional learning opportunities to all learners (including those with additional barriers to learning) where they exhibit what they know, can remember and do with confidence.