

## OVERVIEW OF PRIORITIES

SAFEGUARDING	INCLUSION	CURRICULUM AND TEACHING AND ACHIEVEMENT	
For the newly appointed FSW to be fully trained and competent.	For the designated teacher to enhance her experience and knowledge in line with virtual school expectations.	For the website to accurately show the provision and curriculum offered in our school.	
For the Attendance Welfare Officer to undertake training to become an effective DSL/Welfare Officer.	Following the audit and specific school research, barriers and groups are identified for our pupils with social care involvement.	For the pupils to receive a curriculum that is continually adapted to meet the needs of all groups/individuals.	
To offer a rolling programme to staff (based on s175 audit) to broaden and strengthen their knowledge in order to keep pupils safe.		<b>KS1</b>	To reduce the gap between reading/writing outcomes at the end of KS1.
			For DP pupils to achieve closer to non- DP pupils at the end of KS1 (in writing).
		<b>EYFS</b>	Pupils are being well prepared to reach a good level of development by the end of Reception
			To more closely track the foundational skills to quickly identify any gaps for groups.
ATTENDANCE AND BEHAVIOUR	PERSONAL DEVELOPMENT AND WELL-BEING	LEADERSHIP AND GOVERNANCE	
For our attendance figure (for all groups) to continue to improve so it is closer to national.	For our PSHE curriculum to reflect the new requirements ready for September 2026.	To explore best practice of AI as a strategy to potentially reduce workload.	
For parents to be fully involved in understanding the importance of attendance for their child.	For pupils to have an age-appropriate understanding of the protected characteristics and British Values.	Staff knowledge to be current and reflective of school, national and local priorities in order to achieve the highest standards.	
To reduce the rate of persistent absence.	To provide additional pastoral support to pupils in partnership with parents to support overall wellbeing.	To forge strong relationships with parents/carers/families for greatest outcomes for pupils (SEMH/academic).	
For all teams within school to have strong cross-school collaboration that provides challenge, reflection and support.	For all pupils to identify and manage their own emotions and resolve conflict (regulated pupils ready to learn).	To offer a tailored, wider opportunities package to our most complex pupils.	