

## KEY IMPROVEMENT PRIORITIES (KIP) – Reviewed June 28<sup>th</sup> 2024

OFSTED AREA	2023 - 24	EVALUATION
Quality of Education	<b>KIP 1: Non-Core Curriculum (Based on OFSTED feedback)</b>	
	★ Ensure endpoints and assessments of non-core subjects are an accurate reflection of the curriculum taught and improve teaching and learning	✓ All non-core subjects now have endpoints accurately mapped against planning.
	★ Increase teacher knowledge, skill and confidence in teaching endpoints in all subjects.	✓ Endpoints have been the topic of focus for the majority of staff meetings and other CPD. Teachers knowledge, understanding and confidence has increased in this respect.
	★ Ensure the School Curriculum from R – Y6 is strong and coherent, using all the curriculum components to ensure improved outcomes for all pupils.	✓ All non-core subjects have been reviewed in detail. A standardised 1-page overview, medium term plan makes the curriculum easier to navigate and understand.
	NEXT STEPS: 2024-25 - Embed new plans and endpoints. All Subject Leaders will need to monitor and review new plans and assessments at the end of each term at least.	
	<b>KIP 2: Maths (based on internal analysis)</b>	
	★ Achieve a good level of mathematics progress and attainment, at least in line with national expectations.	✓ Maths attainment is at least in-line with national thresholds.
	★ Continue to embed a mastery approach to teaching mathematics.	✓ Maths monitoring shows evidence that this approach continues to be embedded throughout school.
	NEXT STEPS: 2024-25 - Mrs Eddie wants to conduct some lesson studies, where she will work with a teacher to plan, deliver and evaluate a maths lesson or series of lessons, focus on problem-solving and reasoning.	
	<b>KIP 3: Writing (based on internal analysis)</b>	
	★ Achieve good levels of writing progress and attainment, at least in line with national expectations.	✓ Writing attainment is at least in-line with national thresholds.
	★ Ensure children are confident and accurate spellers and can apply SPaG knowledge to their writing.	✓ SPaG attainment is at least in-line with national thresholds.
	NEXT STEPS: 2024-25 – embed ‘sentence accuracy’ work to improve transference of the existing, good SPaG knowledge into writing on a more consistent basis.	

Behaviour and Attitudes	<b>BACKGROUND AREA OF DEVELOPMENT: Attendance and Pupil Voice</b>	
	<ul style="list-style-type: none"> <li>Continue to maintain excellent rates of attendance for all groups of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance is above national average. School: 96.5% vs. National: 94.6%</li> <li>Persistent absenteeism is well-below national average. School: 7% vs National: 14.9%</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to embed the role of Pupil Voice.</li> </ul>	<ul style="list-style-type: none"> <li>School Council and Planet Protectors more active than ever.</li> </ul>
Personal Development	<b>BACKGROUND AREA OF DEVELOPMENT: PSHE / RSE / MHWB</b>	
	<ul style="list-style-type: none"> <li>Continue to embed the role of Senior Mental Health Lead Teacher to improve the mental health and well-being for our school community.</li> </ul>	<ul style="list-style-type: none"> <li>SMHL works closely with the SENDCo, teachers, teaching assistants, ELSA lead and Forest Schools lead to identify and support children who need extra support.</li> </ul>
Leadership and Management	<b>BACKGROUND AREA OF DEVELOPMENT: SUBJECT LEADERSHIP</b>	
	<ul style="list-style-type: none"> <li>To ensure Subject Leaders continue to develop and strengthen their roles / subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Subject Leaders have attended relevant CPD and received non-contact time to strengthen their subject areas.</li> </ul>
EYFS	<b>BACKGROUND AREA OF DEVELOPMENT</b>	
	<ul style="list-style-type: none"> <li>Maintain good levels of achievement, at least in line with national expectations</li> </ul>	<ul style="list-style-type: none"> <li>EYFS attainment is at least in line with national thresholds.</li> </ul>
	<ul style="list-style-type: none"> <li>To accelerate the progress of children working below the expected level of development for Speech and Language.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist S &amp; L assessment and subsequent intervention has made sure all children below the expected level have received bespoke support. They have all made progress against their individual targets.</li> </ul>