



Aim: A focus on these 4 key priorities means that **we become experts** in them; as a result, **pupils and staff** continue to **succeed & thrive**. Advances made in previous years are applied consistently & with fidelity



The First 20% - SEND

To ensure that **all pupils with SEND get what they need to be ready for the next stage in their education** through:

- effective **assessment & identification** of need
- **evaluating** available resources, **matching** them to the needs of pupils
- **developing pre- and semi-formal provision**
- **ensuring** excellent **in-class** provision

Oracy (year 1) - learning to talk

Every learner is empowered to find their unique voice for success in education and in life. We will do this by:

- **intentionally developing** learners' **speaking, listening, and communication skills**
- **accessing** expertise in **5 areas of focus** incl child development, C&L and SLCN
- **practising & applying** our learning including through TRGs, making the most of opportunities to **collaborate, reflect & evaluate**
- **understanding** and developing the physical, linguistic, cognitive and social & emotional skills of oracy

Inclusivity - to **embed & build upon** last year's work to develop **inclusive practice**



Culture, communication and leadership

To ensure **staff, pupils and families** feel **supported and motivated to do their best** by:

- **making sure** they **know how much they matter**
- **developing** strategies for **noticing, affirming and needing** as well as **opportunities to add value**
- **reviewing** the process and importance of line management & coaching for staff
- **rethinking** special days and celebrations
- **analysing** how, when & from whom staff, families and pupils receive information
- **growing** further the people skills of leaders



Parents & attendance

To **turbocharge pupils' achievement and wellbeing** by:

- **forging** ever-stronger **relationships** with parents
- **reviewing** and **developing** opportunities for parents to **get involved** in school life
- **getting** the mode & balance of **communication** with parents **right**
- **ensuring** families in need are **identified** and receiving the **appropriate support**
- **fostering** an understanding of the risks of poor attendance and how they can be mitigated
- **further developing** strategies to support strong attendance
- **learning** from where this is done well



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