

## School Priorities 2024/2025

### OFSTED Development Targets April 2023

1.	Teachers do not always provide opportunities to revisit what pupils have previously learned, particularly in mathematics. Therefore, pupils are not always able to recall the key knowledge in some subjects. Leaders need to ensure that all teachers systematically revisit and check pupils' prior learning. This will enable pupils to know and remember more.
2.	In some subjects, learning does not always deepen pupils' knowledge and understanding. There are few opportunities for pupils with SEND and disadvantaged pupils to apply what they know. This results in pupils not having the vocabulary to explain their thinking, and their application of knowledge is weak. Leaders should make sure teachers have the knowledge and expertise to support all pupils to use and apply their knowledge consistently well.

### Annual School Priorities (ASP)

ASP	1	2	3	4	5
Focus	Increase the number of children working securely in reading, writing & maths by the end of KS1.	Continue the focus on the new strategy for Mathematical teaching and learning.	Ensure Retrieval practice is a part of all curriculum subject teaching and learning across the school including parental engagement.	Develop SEND practice and an understanding of Ordinary Available Provision across the school	Continue the development of the outdoor provision in Foundation Stage, focussing on pupil ownership
Links to OFSTED Development Targets:	OFSTED 1 &2	OFSTED 1 &2	OFSTED 1	OFSTED 2	OFSTED 2
OFSTED Framework Area:	Quality of Education Behaviour & Attitude Leadership & Management	Quality of Education Leadership & Management	Quality of Education Behaviour & Attitude Leadership & Management Personal Development	Quality of Education Behaviour & Attitude Leadership & Management Personal Development	Quality of Education Behaviour & Attitude Leadership & Management Personal Development
Training Opportunities	New to Year 2 Teachers course ECT Training Package	ECT Training Package	ECT Training Package	ECT Training Package EEF 5 a Day	
LA support Packages	SIO	SIO Boolean (Maths) Hub		SIO SEND – New Staff/Existing Staff OAP Refresher Training	LA Early Years Team to support Reception Team (Term 1)

School Leadership Support	<b>SLT</b> - Y2 targeted support and monitoring Target setting R-Y2 (SLT) Pupil Progress Meeting	<b>DHT</b> Maths Lead & ECT Mentor; Team teaching /Peer modelling;	<b>HT</b> Monitor Retrieval across curriculum;  Observe Retrieval sessions across all areas of the curriculum through weekly drop-ins;  Pupil Voice sessions with HT; Introduce Study Skills Units to Whole School;	<b>SENCO</b> Monitor new TA working practice document; Target Setting (Group/Individual) SENCO/SLT;  Review of Maths interventions to align with Maths Scheme;  Newly qualified SEN Award Teacher to continue to monitor pupils and shadow work of SENCO;	<b>SLT</b> To manage the accountability of practice in Reception so children learn in an effective outdoor environment;  O work with the LA to enhance provision in the outdoor provision;
Subject leadership	Planning Monitoring; Key Group Reporting; Work scrutiny; Learning Walk; Pupil voice;		Planning Monitoring; Key Group Reporting; Work scrutiny; Learning Walk; Pupil voice;	Planning Monitoring; Key Group Reporting; Work scrutiny; Learning Walk; Pupil voice; Advanced TA Planning monitoring;	Lead Teacher Monitoring; SLT Planning monitoring; SLT/LA Learning Walk; Pupil Voice; Advanced TA Planning & monitoring;

Teacher Level	<p>Ensuring Planning cohesion with LTP and MTP;</p> <p>Advanced TA Planning for Intervention work;</p> <p>Assessment of weekly planning recorded;</p> <p>Accurate assessment using INSIGHT Tracker;</p> <p>Moderation of work to ensure Year group teachers have matched high aspirations;</p>	<p>Ensure Planning follows maths MTP and weekly plan</p> <p>Advanced TA Planning for intervention work;</p> <p>Assessment of weekly planning recorded;</p> <p>Accurate assessment using INSIGHT tracker;</p> <p>Moderation of work to ensure equity of T&amp;L for ALL pupils;</p>	<p>Ensure Planning follows MTP and Schemes of work for foundation Subjects;</p> <p>Break down <b>skills and concepts</b> from MTP to be taught each week to ensure coverage and inform retrieval activity planning over the academic year;</p> <p>Retrieval Activity at the start of <b>every</b> lesson across the whole School Curriculum;</p> <p>Retrieval activities to focus on curriculum <b>objectives, key skills and concepts</b> – moving away from solely experience based recall;</p>	<p>Ensure TA Advanced Planning ready for TAs before the start of the week based on EEF 5-a-day intervention recommendations;</p> <p>Individual targets for SEND pupils to be worked each morning;</p> <p>Teachers plan for class-based TA activities across all groups each morning;</p> <p>Pre-teaching to be led by <b>Teachers</b>;</p> <p>Meet with each intervention TA to discuss progress and review pupil books;</p> <p>Develop a clear understanding based on review meetings of SEND pupil's next steps to share with SLT/SENCO;</p>	<p>To plan outdoor provision that matches high quality classroom provision;</p> <p>To manage personnel so that assessment, modelling, scaffolding and observations enhances good practice;</p>
TA Level	<p>TA to have advanced planning to help prep produced by Teachers;</p>	<p>TAs to specialise in subject specific interventions adapted to the Maths schemes of work;</p>	<p>Support Teachers with retrieval activities;</p> <p>Support Teachers with Retrieval assessment</p>	<p>TA to read SENCO non-negotiable key list for new working practices;</p>	<p>To assist the delivery of a highly efficient outdoor provision that caters for learning as effectively as the indoor provision;</p>

	TAs to specialise in Subject specific interventions;	To deliver highly effective interventions;  To be able to demonstrate impact from baseline to benchmark;	using the MTP <b>objectives, key skills and concepts.</b>	TAs to specialise in Subject specific interventions;  To adopt OAP recommendations and Teacher planning based on EEF 5 a day and deliver each day;  To report baseline and benchmarked assessments to Teachers and SENCO/SLT;	To support the assessment, modelling, scaffolding and observation of children regularly so that outdoor practice/provision in Reception is never less than good;
Governors	<ul style="list-style-type: none"> <li>• Promote the effective T&amp;L opportunities for the children at Summerhill Infant School</li> <li>• Oversee the financial management of public monies and the professional conduct of all Staff members</li> <li>• Scrutiny of reports data and feedback from HT/DHT/SLT and Subject Leaders</li> <li>• Govern with integrity in accordance with the Nolan Principles of good Governance.</li> <li>• Hold HT to account and act as a critical friend</li> </ul>				

ECT- Early Career Teacher; SIO – School Improvement Officer; LA – Local Authority; SEND – Special Educational Needs & Disabilities; EEF – Education Endowment Foundation; OAP – Ordinary Available Provision; TA – Teaching assistant; LTP/MTP – Long/Medium Term Planning; INSIGHT – Online Assessment Tracker; T&L - Teaching & Learning; HT/DHT/SENCO/SLT – Headteacher/Deputy Headteacher/ Special Education Needs Coordinator/ Senior Leadership Team;