

SMFA Key Priorities 2020-21

Quality of Education

- QE 1. Ensure all teaching across the school is at least 'Good'.
- QE 2. Ensure the SMFA Curriculum is delivered effectively across the school and that all staff feel confident and are teaching it well.
- QE 3. Ensure the curriculum (Including EYFS) is accessible and challenging for all, including children with SEND, vulnerable pupils, pupils with EAL and more confident learners by ensuring teachers within phases take ownership of planning and adapt it to the needs of the children.
- QE 4. Ensure assessments are used effectively to inform teaching and adapt planning across the school.
- QE 5. Ensure SEND provision is focused on the individual child's needs and any intervention has a clear entry and exit point.
- QE 6. Ensure RWI is used effectively to teach children the skills of reading and writing (Including in EYFS).
- QE 7. Ensure Reading is taught effectively to teach the skills of reading in Key Stage 2 through 'Take One Book'.
- QE 8. Ensure teaching of writing is taught effectively using the Talk for Writing sequence of 'Imitation, Innovation, Invention'.
- QE 9. Ensure Mathematics Mastery is taught effectively using the Power Maths Scheme of Work and the CPA approach.
- QE 10. Phonics Target – 65 % achieve at the end of Year 1, 90 % at the end of Year 2
- QE 11. 2021 Target for end of Key Stage 1 – 62% Reading, 62% Mathematics, 62% Writing
- QE 12. 2021 Target for end of Key Stage 2 – 65% Reading, 68% Mathematics, 65% Writing, 65% GPS, 65% Combined

Behaviour and Attitudes

- BA 1. Ensure all staff promote high expectations of behaviour and attitudes to learning through a clear and systematic use of the Behaviour Policy.
- BA 2. Develop the role of the Pupil Governors and introduce additional responsibilities for children to ensure all children have a voice and that they feel valued.
- BA 3. Embed updated Mission, Vision and Values throughout the curriculum and the day-to-day life of the school and nursery.
- BA 4. Develop the school links and improve communication with parents and the wider community.
- BA 5. Develop and embed positive attitudes to learning through the Learning Superheroes.

Personal Development

- PD 1. Further develop Extra-Curricular activities to ensure Arts and Sporting opportunities are available to ALL children.
- PD 2. Raise the profile and importance of I | b4 | I programme to parents, children and the wider community.
- PD 3. Embed the Jigsaw PSHE Programme, to ensure SMFA fulfils its statutory requirements for teaching Relationships, RSE and Health Education.
- PD 4. Review, plan and implement a comprehensive assembly programme to promote SMFA and British values.

PD 5. Improve pupil confidence, resilience and independence through developing and embedding a whole school approach.

PD 6. Develop and improve relationships and a sense of belonging across the school through the introduction of Houses and House events.

Leadership and Management

LM 1. Review and improve the induction and probation process for new staff to ensure that all staff understand the SMFA vision and values and that this is reflected in their day-to-day practice.

LM 2. Empower staff through effective Performance Management and improve staff subject/pedagogical knowledge in areas they are less confident through targeted CPD, coaching and support.

LM 3. Distribute leadership and improve accountability by identifying teachers to take on specific responsibilities and providing training so that they feel confident in their roles, eg. Reading Leader, Maths Subject Leader, English Subject Leader, Phase Leaders (EYFS/KS1, LKS2, UKS2), SENCo.

LM 4. Review and introduce a sustainable staffing structure in order to create financial stability, consistency and sustainability for the school.

LM 5. Develop a Staff Well Being package to ensure that staff feel valued and that their workload is managed.

LM 6. Review, update and monitor safeguarding procedures to ensure that all systems are robust.

LM 7. Review, update and monitor processes and procedures for identifying and providing for children with SEND to ensure that all children receive the necessary quality provision and make good progress.

LM 8. Secure pupil numbers for 2021/22 through effective marketing and promotion of the school and the nursery.

LM 9. Rigorously monitor and manage the 2020/21 budget to ensure deficit is reduced.

LM 10. Plan to move from Transformational Board to Local Governing Board for September 2021.

LM 11. Ensure that the premises are safe, fully compliant, secure and fit for purpose.

Quality of Early Years Education

QEY 1. Ensure all teaching within Early Years is at least 'Good'.

QEY 2. Review EYFS curriculum in line with latest guidance to ensure it covers all areas of learning, is ambitious with its Intent, how it will be Implemented through a clear sequence of learning and what the desired Impact is in terms of cumulative knowledge and skills and how we will know whether intention has been achieved.

QEY 3. Ensure the EYFS curriculum is accessible and challenging for all, including children with SEND, vulnerable pupils, pupils with EAL and more confident learners.

QEY 4. Develop 'In the moment' planning to ensure that staff respond and adapt their teaching to the interests and needs of the children.

QEY 5. Ensure the EYFS indoor and outdoor learning environment and resources are planned for, focused and support the curriculum Intent.

QEY 6. EYFS Target – 65% GLD

QEY 7. Embed the use of Wellcomm speech and language package across the EYFS to improve attainment and progress in Speaking, Listening, Communication and Understanding,