

Priority 1	Priority 2	Priority 3	Priority 4
<p><b>QUALITY OF EDUCATION</b></p> <p><b>Curriculum and assessment</b> Through a child centred philosophy, offer an enabling environment and curriculum that meets all children’s needs A principled &amp; meaningful assessment cycle is in place.</p> <p><b>Maths</b> Improving children’s progress in maths within play based &amp; group time experience.</p> <p><b>Communication and language &amp; early reading</b> Improving communication and language outcomes, with a focus on developing children's phonological skills.</p>	<p><b>BEHAVIOUR AND ATTITUDES</b></p> <p><b>Post COVID 19 lockdown</b> – a school culture &amp; curriculum to support the well-being of children (PSED) &amp; staff</p> <p><b>Improving whole school attendance</b> Ambition for overall attendance to sit at 85% or above. Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by all staff, pupils and families (DFE improving school attendance)</p>	<p><b>PERSONAL DEVELOPMENT</b></p> <p><b>Health</b> Embed cycle of growing to support health.</p> <p><b>Rights Respecting School</b> Work towards Rights Respecting Schools Award</p>	<p><b>LEADERSHIP AND MANAGEMENT</b></p> <p><b>Cluster partnership working</b> Development of partnership working with new local cluster</p> <p><b>Sustainability</b> Ensure sustainability through increasing income/reducing costs, marketing and sharing resources at Cluster level &amp; leadership succession planning.</p> <p><b>Governors</b> To develop the role of Governors in the Birmingham Federation of Maintained Nursery Schools Governing Body, particularly within the Local Committee</p> <p><b>SEND leadership and practice</b> Support knowledge, practice &amp; leadership in SEND to meet cohort of children’s needs as complexity of need has increased</p> <p><b>Leadership of safeguarding</b> Support the development and effectiveness of the DSL team</p>