



Christchurch Infant School - 2019-20 SDP Key Priorities



Key Priorities in 2019-20

Quality of Education (Intent, Implementation, Impact)

Key Priority

Establish high quality first provision in order to raise attainment in reading, writing and maths in all year groups, for all children.

Further develop Christchurch infant's curriculum implementation to be specific to our community, coherently sequenced and planned in knowledge & skills and matching our INTENT, leading ultimately to pupils embedding their long-term memory.

Behaviour & Attitudes

Key Priority:

To ensure a consistent approach to behaviour management by all staff, to establish a culture to support challenging behaviour effectively, where all staff are pro-active and accountable so that all children are ready for learning to enable them to achieve the best possible outcomes from their starting points.

Further improve attendance for persistent absentees, to ensure that all children have an equal diet of learning and children can gain the expected attainment and attendance does not impact negatively.

Personal Development

Key Priority:

Secure children's understanding of the school's learning values (signs of success) and British Values and how it relates to their world.

To enable all pupils to feel confident to challenge, question and think independently across all aspects of school life.

Leadership and Management

Key Priority:

To develop a strong new senior leadership team, to develop the shared values deployed through effective self-evaluation, strategic planning and ongoing monitoring.

To further improve leadership and management with a focus on middle leaders (base and subject) being proactive in their monitoring and reviewing roles so that they can give a full account for improvement as seen in their areas of responsibility.

Quality of Early Years Education

Key Priority:

To raise pupil outcomes for all vulnerable groups, disadvantaged, SEND, EAL, through establishing a holistic, child led approach to encourage self-selection, independence and a free-flow style of learning.

To secure high quality first teaching consistently across EYFS to ensure that all children have an equal access to a diet of learning, so they can make good or better progress from their individual starting points.

