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| PRIORITY 1: To continue to raise standards for all pupils across the school, particularly the vulnerable, through high quality teaching and learning |
| **Improvement focus from self-evaluation:** Inspection Area 1, 2 & 3: Standards, Wellbeing, Teaching & Learning  |
| **PRIORITY 2:** To work as a school and with the Cluster schools to raise attainment in Maths and deliver a maths curriculum in line with Curriculum 2022, which flows seamlessly across all progression steps. |
| **Improvement focus from self-evaluation:** Inspection Area 1 & 3 & 5: Self-improving, standards and teaching & learning  |
| **PRIORITY 3:** Continued PL opportunities for all staff with a focus on the use of Walkthrus and instructional coaching and mentoring |
| **Improvement focus from self-evaluation:** Inspection Area 4 & 3: Leadership, teaching & learning  |
| **PRIORITY 4:** To develop leadership opportunities across the school through the Executive Headship role |
| **Improvement focus from self-evaluation:** Inspection Area 5 : Leadership and professional development  |
| **Links to:**1. **Self-evaluation report (NR:EI): MER, Action Plans, Fades, SIP Reports**

The actions in this priority will contribute to supporting: * Vulnerable groups of learners across the school to make clear progress & receive wellbeing/ALN support where needed
1. **National priorities:**

The actions in this priority will contribute to raising standards in:* Literacy
* Numeracy
* Reducing the impact of poverty on educational attainment
1. **National Mission:**

The actions in this priority will contribute to:* Developing a high-quality education profession
* Inspirational leaders working collaboratively to raise standards
* Strong and inclusive schools committed to excellence, equity and wellbeing
* Robust assessment, evaluation and accountability arrangements supporting a self-improving system
1. **Regional/Local priorities:**

Links to EAS Business Plan  * Improvement Strand 1: Equity and Wellbeing is captured is a thread that runs strongly through all aspects of our school work.
* Improvement Strand 2: Provide a professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in schools and settings through a nationally endorsed range of programmes. Identify aspirational leaders and provide them with bespoke PL and a range of leadership experience that supports them to develop an individual professional learning journey.
* Strand 3: Provide professional learning opportunities for schools, governing bodies and local authorities to understand the changing assessment and accountability arrangements within the reform agenda. Refine and extend the peer working models for school leaders with a focus on improving the quality of teaching and learning. Refine the learning network schools approach to reflect new and emerging service priorities
* Professional learning will support the SER processes in order that SDP priorities reflect LA improvement priorities

**Post Inspection Action Plan (PIAP):** To further develop pupil’s Welsh oracy skills |