



KEY PRIORITIES	PRIORITY	SEF REFERENCE	LEAD PERSON	Why identified as a priority
CHRISTIAN LIFE	To further develop the theologically rooted vision and RE curriculum in line with the new Worcestershire agreed syllabus, to enable all to thrive spiritually and tackle injustice.	Leadership & Governance Curriculum Developing Teaching	HT & RE Leader RE Link Governor	School was inspected February 2024 with a strong outcome as a church school. The two areas of development within the report remain a current focus. The new locally agreed syllabus was launched for Sept <u>2025</u> and schools are required to adopt these changes within <u>their</u> RE curriculum including 'ways of knowing' and the 3 disciplines of 'theology, human science & philosophy'.
PRIORITY1	To continue to improve pupil outcomes so they are at least in line with national averages, with a particular focus on narrowing the attainment gap for disadvantaged pupils.	Leadership & Governance Curriculum Developing teaching Achievement	HT, SLT, phase leaders, all staff, Governors, Subject link governors	Though internal data shows children are making steps of progress in learning, outcomes need to be at least in line with national and local data. For some disadvantaged pupils in school, their progress remains below internal expected measures and below national average data outcomes.
PRIORITY 2	To further strengthen EYFS provision so learning is purposeful, engaging, and coherently sequenced, leading to sustained progress and improved outcomes from starting points, particularly in the prime areas of learning.	EYFS Leadership & Governance Developing teaching Achievement	HT, SLT, KS1 phase leader, EYFS staff	Foundational skills, whilst an improving picture, require further embedding from starting points on entry to EYFS.
PRIORITY 3	To develop high-quality outdoor provision at lunchtimes so that play is purposeful, inclusive, and supports pupils' social, emotional, and physical development.	Leadership & Governance Attendance	HT, SLT, phase leaders & lunchtime staff, HLTA	Focusing on improving outdoor provision at lunchtimes helps ensure this part of the day is used intentionally to support pupils' personal development, behaviour, and readiness to learn, rather than being a missed opportunity.