

Meadowbank School Development priorities 2024-25

To continue on our journey to excellence, we are focusing on the areas below for this academic year.

<u>Inspection Area Priority:</u>	
<u>IA1: Teaching and learning</u>	<p><u>Key Actions:</u></p> <p>Promoting team learning and collaboration among all staff</p>
<p>Further enhance and embed our curriculum offer through effective teaching and learning</p> <p>Broadening of distributed leadership to support the effective delivery of PPA cover.</p> <p>Enhance the person-centred outcomes and multi-agency working with particular focus on ALNet</p>	<ul style="list-style-type: none"> ● Embed AoLE roles and responsibilities - increasing staff growth ● Embed Champions Roles for TAs ● Humanities Working Party (SS) - linking Developmental Pathways to RVE. ● Wellbeing WP ● Expressive Arts - WP Creative Leadership Programme 2024 ● Music and Dance Professional Learning Day: Expanding Creativity and Cultural Understanding ● Creation of 2 new HLTA roles, to support the development of <ul style="list-style-type: none"> ● Forest Schools ● Gross/Fine motor curriculum ● Distributed leadership and professional development of Teaching Assistants (Grades 3 & 4) ● Provide training to all staff to enhance skills, knowledge and good practice in person centred practice and the effective running of IDPs ● Collate evidence from monitoring processes that reflects good person centred approaches
<p>To continue to enhance assessment systems and provision that will ensure all pupils make progress within the organisation and that we can effectively report on it.</p>	<ul style="list-style-type: none"> ● Appointment of TLR (teaching & learning responsibility) for assessment - (internal post), to lead and support the ongoing collation & triangulation of data embedding of the schools curriculum ● Ongoing rolling programme of staff training (new staff) on new assessment portals and systems ● Ongoing development of Kinteract portal
<u>IA2: Well-being, care, support and guidance</u>	<p><u>Key Actions:</u></p> <ul style="list-style-type: none"> ● Completion of WSAEMW (Whole School Approach to Emotional and Mental Well-being) Self-Evaluation Tool ● Standardisation policy and processes for behaviour support across the school

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<p>To continue to develop a whole school approach to emotional and mental well-being</p>	<ul style="list-style-type: none"> • Appointment of Equity and Diversity Governor to challenge and support school policy and process • Review of Strategic Equalities Plan • Review of schools Behaviour policy to be reviewed in light of work on Pupil Support Pathway • Accessing CALDS training to support behaviour management for increasingly complex pupils. • Development of the School Council to support the challenges of capturing pupil voice. • Rights Respecting Schools - Silver Award
<p><u>IA3: Leading and improving</u></p>	<p><u>Key Actions:</u></p> <p>Modelling and growing learning leadership</p> <p>Learning with and from the external environment and wider learning system</p> <p>Developing a shared vision centred on the learning of all learners</p>
<p>To develop and refine systems and practices as we move forward as a learning organisation</p> <p>To improve the way the school collaborates with parents/carers and the community as partners in the education process and the organisation of the school.</p> <p>To ensure staff continue to receive appropriate induction & training to ensure values, practices and procedures are shared</p>	<p><u>Develop our SER processes and ensure input from all stakeholders</u></p> <ul style="list-style-type: none"> • To continue to involve all stakeholders in the SER process • Continue to resource appropriate and effective in-house / external training • Monitoring the impact of the professional learning that has already been undertaken <p><u>Communication to parents and the wider community (Learning and collaborating)</u></p> <ul style="list-style-type: none"> • Establishment of an effective and supportive PTA (Parent Teacher Organisation) • Expansion of parental support systems - specifically for Dad's • Ongoing multi agency working to support the delivery of the sharing of advice / training for parents supporting pupils with ALN (Additional Learning Needs) • Continue to develop the role of our school liaison nurse and other involved agencies. • New school website / updating of school prospectus to support better communication within our school and with our wider school community. This will provide evidence of our commitment to learners and staff health and well-being, including emotional and mental well-being <p><u>Creating and supporting continuous learning opportunities for all staff</u></p> <p>Supporting all staff to engage in continuous professional learning to ensure their practice is critically informed, and up to date.</p> <ul style="list-style-type: none"> • Leaders ensure professional learning is focused on the learner's learning and the school's goals. • All staff have access to coaching and mentoring support. • Review and refine performance management processes to allow staff to continue to engage in Professional Learning opportunities around teaching and learning • Development of a 'Directory of Training' for all staff

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To encourage the greater involvement of the Governing body in our school as a learning organisation

- Create a robust induction package for new staff, including staff Information handbook and guidance for volunteers, visitors and supply staff
- Leaders & Staff actively evaluate the impact of professional learning

Training and Strategic Involvement of the Governors

- Termly Learning Walks/ Open Days for Governors
- Engagement of all stakeholders in the SLO (Schools as Learning Organisations) survey and WSAEMW audit/toolkit.
- Appointment of Governors with additional responsibilities - VAWDVSAW / Equity & Diversity
- Improve the attendance of the wider Governor Body to attend appropriate training so they can challenge and support the school through the appointment of a 'Governor Training' Governor.