**Defining higher and lower priority goals for the school development plan**

Each school is a unique context made up of the variables of past performance, staff capacity and expertise and pupil needs.

**Higher priority** issues are often characterised by one or more of the following:

* Issues for further improvement confirmed in an Ofsted inspection report.
* The underperformance of specific cohorts or groups of pupils, *e.g. closing the gap between disadvantaged and non-disadvantaged pupil outcomes.*
* The implementation of significant curriculum or resource changes designed to make improved impact on pupil outcomes, *e.g. ensuring impact from a revised subject curriculum or change of curriculum resource such as a different maths or music programme.*
* Specific areas for refinement in pedagogy and practice which are limiting pupil achievement, *e.g. extending the depth of questioning by adults and the oracy of pupils in responding to them.*
* Specific improvements in pupil behaviour and attitudes, *e.g. Increasing the effectiveness of pupil collaboration in lessons.*
* The development needs of individual staff (teaching or classroom support staff).

**Higher priority** goals may also be the achievement of excellence in already successful areas of pupil learning or outcomes.

**Lower priority** issues are often characterised by one or more of the following:

* The monitoring of ongoing impact from previous high priority implementation, *e.g. Tracking the ongoing impact of a changed MfL scheme*.
* The sustaining of previously achieved improvements, *e.g. The sustained impact of refined provision and extended achievement in PE.*
* The ongoing implementation of previous professional developments, *e.g. The continuing opportunity for pupils to design investigations in science.*
* Research into and refinement of less significant learning gaps or variances, *e.g. The small and varied differences between boy’s and girl’s writing in each cohort.*