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| **Ofsted Priorities (March 2019)** | **Main area for improvement:****Improve, strengthen, enhance and embed the areas identified in the Ofsted report.** |
| **Desired Outcomes:** * **Further strengthen** the effectiveness of leadership and management by strengthening recent actions to enhance pupils’ progress in reading, writing and mathematics.
* **Further improve** the quality of teaching and learning and pupils’ outcomes by:
	+ more closely matching pupils’ work to their abilities and needs, so that pupils consistently maintain concentration on their learning
	+ embedding leaders’ strategies to challenge the most-able pupils in reading, writing and mathematics, so that more pupils attain the higher standard by the end of Year 6.
* **Enhance pupils’ personal development** by ensuring that they improve the presentation of their work to show that they take pride in it.
* **Further reduce the difference** between the performance of boys and girls in the early years by embedding leaders’ strategies to engage boys more in their learning.
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| **Quality of Education** | **Main area for improvement:****Further improve the quality of teaching and learning and pupils’ outcomes in all subjects.**  |
| **Desired Outcomes:*** **Leaders** ensure that the school’s curriculum intent and implementation are embedded securely and consistently across school, it is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. (Ofsted Outstanding)
* **Leaders** ensure the school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. (Ofsted Good)
* **Leaders** ensure the curriculum adopted or constructed, designed or developed to be ambitious and meets the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. (Ofsted Good)
* **Leaders** and **teachers** use assessment well to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. (Ofsted Good)
* **Leaders** ensure that reading is prioritised to allow pupils to access the full curriculum. (Ofsted Good)
* **All staff** ensure that pupils are educated as citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. (National Curriculum)
* **All staff** embed leaders’ strategies to challenge the most-able pupils in reading, writing and mathematics, so that more pupils attain the higher standard by the end of Year 6.
* **All staff** teach and model the correct letter formation and handwriting style. Staff have consistently high expectations for presentation.
* Over the course of study, **teaching** is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. (Ofsted Good)
* **Teachers** have good knowledge of the subject(s) and courses they teach. **Leaders** provide effective support for those teaching outside their main areas of expertise. (Ofsted Good)
* **Teachers** present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. (Ofsted Good)
* **Teachers** deliver a well-constructed and well-taught curriculum where they closely match pupils’ work to their abilities and needs, so that pupils consistently maintain concentration and are engaged in all aspects of their learning.
* **Teachers** ensure that pupils embed key concepts into their long-term memory and are able to apply them fluently.
* **Pupils** read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedure appropriately for their age. (Ofsted Good)
* **Pupils** are able to discuss what they have remembered and what they have studied.
* **Pupils** consistently achieve highly, particularly the most disadvantaged, pupils with SEND achieve exceptionally well. (Ofsted Outstanding)
* **Parents** are provided with clear information on how well their child is progressing.
* **Governors** have a good understanding of the Quality of Education throughout school.
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| **Quality of Education** |
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| **Key Priorities** | **Actions** | **Monitoring** | **Leadership** | **Evidence of best practice** |
| **Priority 1**To increase the attainment in **reading** from 55% in 2023 KS2 SATs to the national (73% in 2023) and progress to be above average. | * Identify gaps in prior learning, skills and knowledge, including analysing the data from the Question Level Anaylsis and Accelerated Reader (Y2 to Y6) to effectively plan for accelerated progress in reading (1:1, small group, whole class, guided and individual reading).
* All staff to continue to read 1:1 with pupils and monitor progress.
* Continue to ensure that children read a wide range of genres and read across the curriculum, including making effective use of the school library.
* Continue to encourage reading for pleasure with all children.
* Embed the validated systematic synthetics phonics (SSP) programme, Animaphonics.
 | * Leaders to conduct regular focused learning walks.
* Leaders to monitor reading outcomes through regular REPO/ work scrutiny.
* Leaders to regularly hear pupils read.
* Leaders to monitor and support teachers’ and TLS’ delivery of guided reading.
* Class teachers and leaders to analyse impact of Accelerated Reader, 1:1 reading.
* Leaders to analyse pupil voice.
* Monitor and review the impact of the systematic synthetics phonics programme, Animaphonics, regularly.
 | HeadteacherDeputy HeadteacherPhase LeadersYear Group LeadersEnglish team |  |
| **Priority 2**To increase the attainment in **writing** from 51% in 2023 (end of KS2) to the national (71% in 2023) and progress to be above average. | * Identify gaps in prior learning, skills and knowledge.
* Ensure the essential skills are embedded in children’s writing.
* Effectively use feedback and ‘fix-its’ to improve pupil outcomes.
* Ensure proof reading and editing skills are developed to imnprove wriring.
* Develop strategies to improve pupils coherence.
* Embed Support for Spelling.
 | * Leaders to conduct regular focused learning walks.
* Leaders to monitor writing outcomes in English and across all subjects through regular REPO/work scrutiny.
* Monitor and review the impact of Support for Spelling.
 | HeadteacherDeputy HeadteacherPhase LeadersYear Group LeadersEnglish team |  |
| **Priority 3**To increase the attainment in **maths** from 66% in 2023 KS2 SATs to the national (73% in 2023) and progress to be above average. | * Identify gaps in prior learning, skills and knowledge from the Question Level Anaylsis.
* Implement the learning from CPD
* Ensure that multiplication and division are taught lessons.
* Ensure the essential skills are embedded in children’s maths knowledge allowing them to effectively explain, reason and apply.
* Effectively use feedback and ‘fix-its’ to improve pupil outcomes.
 | * Leaders to conduct regular focused learning walks.
* Leaders to monitor maths outcomes through regular REPO/work scrutiny.
* Monitor the impact of teaching multiplication and division on pupil outcomes.
* Evaluate the Multiplication Table Check results.
 | HeadteacherDeputy HeadteacherPhase LeadersYear Group LeadersMaths team |  |

| **Quality of Education** |
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| **Key Priorities** | **Actions** | **Monitoring** | **Leadership** | **Evidence of best practice** |
| **Priority 4**To ensure all teachers have an expert knowledge of the subjects they teach, including prior learning and how this builds from Nursery to Year 6. | * Subject Leaders ensure all teachers have good subject knowledge, especially the ECTs.
* Review and evaluate the curriculum to ensure new knowledge and skills builds on what pupils have been taught before.
* Develop a whole school understanding and approach to approach to subject specific assessment and feedback.
* Sequencing and progression in each subject is clearly mapped out.
* Retrieval and recall opportunities in each subject are clearly understood by all practitioners.
* Ensure that lessons continue to develop pupils’ application of skills as well as confidence and independence.
 | * Leaders to monitor reading outcomes through regular REPO/ work scrutiny.
* Monitor adaptations made to enable the engagement of all learners particularly the most disadvantaged and those with SEND.
 | HeadteacherDeputy HeadteacherPhase LeadersSENDCoYear Group LeadersSubject Leaders |  |
| **Priority 5**To ensure adaption are made to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. | * Evaluate the Quality of Education and the adaptations that are made to enable all pupils to access the full curriculum, particularly the most disadvantaged and those with SEND.
* Year Group Leaders, Phase Leaders, Subject leaders to monitor adaptations to ensure all pupils access the full curriculum.
 | * Leaders to conduct regular focused learning walks.
* Leaders to monitor reading outcomes through regular REPO/work scrutiny.
* Monitor the engagement, attainment and progress of pupils with SEND.
 | HeadteacherDeputy HeadteacherPhase LeadersYear Group LeadersEnglish teamSubject Leaders |  |
| **Priority 6**To ensure that pupils embed key concepts into their long-term memory and are able to apply them fluently. | * Continue to plan and sequence lessons with clearly defined end points, which identifies the constituent parts needed to achieve the curriculum goals.
* Ensure that the sequence of lessons taught is designed to help pupils remember long term the content they have been taught and to integrate new knowledge into larger areas.
* Make explicit the purpose of the activities and the links with other curriculum areas. Retrieval and recall opportunities are carefully intervowen in all the subject frameworks.
* Teachers to use assessment to help pupils embed and use knowledge fluently in order to develop their understanding.
 | * Leaders to monitor reading outcomes through regular REPO/ work scrutiny.
* Leaders to regularly conduct pupil voice to ensure key concepts are being embedded in their long term memory.
* Monitor how pupils develop understanding and connect new knowledge with existing knowledge.
 | HeadteacherDeputy HeadteacherPhase LeadersYear Group LeadersSubject Leaders |  |

| **Quality of Education** |
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| **Key Priorities** | **Actions** | **Monitoring** | **Leadership** | **Evidence of best practice** |
| **Priority 7**To embed leaders’ strategies to challenge the most-able pupils in reading, writing and maths, so that more pupils attain the higher standard by the end of Year 6. (To increase Greater depth in reading from 11% in KS2 to the 2023 national 29%, in writing from 0% to the 2023 national 13% and maths 15%, 2023 national 24%.) | * Continue embed the mastery approach to maths using Maths No Problem! alongside journaling and additional resources, including Testbase, White Rose and to challenge the most most-able pupils.
* Identify the gaps in skills, knowledge and/or concepts that are preventing pupils achieving a higher standard in reading, writing and maths.
* Closely monitor the progress from pupils’ prior attainment.
 | * Leaders to monitor reading outcomes through regular REPO/ work scrutiny.
* Professional dialogue during pupil progress meetings.
 | HeadteacherDeputy HeadteacherPhase LeadersSENDCOYear Group LeadersSubject Leaders |  |

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| **Behaviour and Attitudes** | **Main area for improvement:****Develop all pupils’ motivation and positive attitudes to learning, to positively impact on pupil outcomes.** |
| **Desired Outcomes:*** **Leaders** and **all staff** create a safe, calm, orderly and positive environment in the school, which impacts on the behaviour and attitudes of pupils.
* **Teachers** ensure they set clear routines and expectations for behaviour of pupils across all aspects of school life, including during active sessions.
* **Teachers** closely match pupils’ work to their abilities and needs, so that pupils consistently maintain concentration and engagement with their learning.
* **Pupils** consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. (Ofsted Outstanding)
* **Pupils’** attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. (Ofsted Good)
* **Pupils** show they take pride in their work the improvement in their presentation.
* **Pupils** are able to discuss and understand the importance of positive behaviour in school and beyond school.
* **Pupils** demonstrate a respect for, and courtesy and good manners towards each other and adults.
* **Pupils** show pride in themselves, their work and the school.
* **All staff** apply the Behaviour Policy consistently and work to reduce any possible triggers for challenging behaviour.
* **Pupils** have high attendance, come to school on time and are punctual. When this is not the case, school takes swift and effective action. (Ofsted Good)
* **Pupils** consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or wider community. Pupils actively support the well-being of other pupils. (Ofsted Outstanding)
* **Parents** work in partnership with school in maintaining positive behaviour and attitudes.
* **Governors** support the leaders with maintaining strong behaviour procedures and systems to impact positively on pupil outcomes.
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| **Behaviour and Attitudes** |
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| **Key Priorities** | **Actions** | **Monitoring** | **Leadership** | **Evidence of best practice** |
| **Priority 1**To ensure pupils’ attitudes to their education are positive. To ensure pupils are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. | * All staff to continue encouraging parents/carers to work in partnership with school in maintaining positive behaviour and attitudes.
* All staff to encourage and celebrate effort and resilience to compete tasks, not just focusing on getting things ‘correct.’
* All staff to continue to embed a Rights-Respecting Schools approach in all aspects of school life and beyond.
* Staff to read and apply recommendations from research eg The National College modules, EEF: improving Social and Emotional Learning as well as Improving Behaviour in School.
 | * Phase Leaders to monitor attitudes to learning through regular learning walks, work scrutiny/REPO and pupil voice.
* Year group Leaders and Phase Leaders to monitor the reviews of the class charters.
* Leaders to monitor pupil progress and attainment.
 | Head teacherDeputy HeadteacherPhase LeadersYear Group Leaders | * Prize Giving provides certificates for most improved as well as excellent behaviour and work, plus completion of homework.
* Teachers share learning on ClassDojo.
* Fix its-pupils are able to proof read, edit work
* UNCRC articles link with all curriculum area and life in school
 |
| **Priority 2**To ensure teachers closely match pupils’ work to their abilities and needs so pupils consistently maintain concentration and engagement with their learning. | * Phase Leaders/subject teams to deliver INSET to develop the quality of education through delivery of effective strategies to engage all learners.
* Teachers to use assessment effectively to closely match pupils’ work to their abilities and needs.
* Teachers continue to plan the agreed curriculum and adapt effectively to engage all learners.
 | * Phase Leaders to monitor attitudes to learning through regular learning walks, work scrutiny/REPO and pupil voice.
* Leaders to monitor pupil progress and attainment.
 | Head teacherDeputy HeadteacherPhase LeadersSENDCOYear Group Leaders | * Phase Leaders are completing the NPQSL. They have provided CPD for staff with a focus on social and emotional development. This research is positively impacting on approaches to engaging learning.
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| **Priority 3**To ensure pupils demonstrate a respect, courtesy and good manners towards each other and adults. They take their pride in themselves and their school. | * All staff to follow the reviewed school Relationships and Behaviour Policy.
* Teachers to focus on the behaviours they want to see eg kindness, helpfulness, as well as the SEAL target. They encourage pupils to share when others have demonstrated these behaviours.
* A kindness calendar is displayed in every classroom and children’s acts of kindness are celebrated and added on a daily basis.
* All staff ensure that pupils understand what bullying is, is not, what a bystander is and how to prevent bullying.
 | * Phase Leaders to monitor through learning walks, planning, work scrutiny/REPO and pupil voice.
* Leaders will monitor and analyse behaviours during Let’s be active and Let’s dine.
* Leaders to monitor the work aound the questions, ‘Do we have a problem with bullying in our school?/class?’ ‘Are we a kind school/class?’ ‘How do we know?’ ’Can we be kinder?’
 | Head teacherDeputy HeadteacherPhase LeadersYear Group Leaders |  |
| **Priority 4**To improve pupils’ handwriting and presentation of their work, to show that they take pride in it. | * All teachers and TLS to teach and model the correct seating position, grip, letter formation and handwriting style.
* All staff to have consistently high expectations for presentation.
* Leaders and teachers to develop an effective range of presenting learning outcomes across all curriculum areas.
* All staff consistently apply the presentation guidelines.
 | * Phase Leaders to monitor through regular learning walks, work scrutiny/REPO and pupil voice.
* Leaders will monitor the implementation and impact of the school’s Handwriting Policy.
 | Head teacherDeputy HeadteacherPhase LeadersYear Group Leaders |  |
| **Behaviour and Attitudes** |
| **Key Priorities** | **Actions** | **Monitoring** | **Leadership** | **Evidence of best practice** |
| **Priority 5**To improve pupils’ attendance and punctuality. | * Leaders to ensure attendance is everybody’s concern and it remains a high profile.
* Appropriate, swift and effective action is taken by all staff by following the school’s Attendance Policy and procedures.
* Weekly reminders are posted on the school’s website.
* Teachers and leaders recognise and reward good and improved attendance through displays, rewards, praise, recognition.
* Teachers ensure that any missed learning is identified and pupils are supported on their return to school so gaps in knowledge are addressed.
 | * Leaders to regularly review data, produce reports and implement identified actions.
* Attendance Adviser to monitor codes on registers and first day calling procedure.
* To monitor time lost with term-time holidays.
* Pupil voice to be conducted to establish if there are any other areas to be considered to support the improvement of pupils’ attendance.
 | HeadteacherDSLAttendance adviserPhase LeadersYear Group LeadersClass teachers |  |
| **Priority 6**To reduce persistent and severe absence. | * Attendance Advisor to offer strategies to school and families, including training for staff.
* Contact with parents to be logged and shared with DSL and SLT.
* Attendance Adviser to liaise with DSL to identify cases requiring support and plan further action.
* All persistent and severe absence to be followed up by DSL.
* Pupils’ leave during term time to be considered on an individual basis.
 | * Attendance Adviser and DSL to monitor persistent and severe absence cases.
* A report providing details of pupils’ attendance and punctuality, persistent and severe absence is provided termly for Governors.
 | HeadteacherDSLAttendance adviserPhase LeadersYear Group LeadersClass teachers |  |

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| **Personal Development** | **Main area for improvement:****To develop pupils’ motivation and conduct so they learn eagerly, behave with integrity and cooperate consistently well with others.** |
| **Desired Outcomes:*** **Leaders** ensure all staff consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of an exceptional quality. (Ofsted Outstanding)
* **Leaders** ensure the school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. (Ofsted Good)
* **Leaders and teachers** ensure that were usual opportunities have been disrupted by the pandemic alternative approaches, provide a rich range of personal development opportunities.
* **All staff** focus on developing responsible, respectful and active citizens through promoting SEAL (Social and Emotional Aspects of Learning) and the further development of being a Rights Respecting School.
* **All staff** build pupils’ confidence and resilience though the activities and experiences, in order to prepare them for the future challenges and to be motivated to solve problems.
* **All staff** develop pupils’ character so they behave with integrity and cooperate consistently well with others.
* **Teachers** develop pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect.
* **Teachers** embed all aspects of Relationship and Health Education.
* **Pupils** are able to recognise the difference between right and wrong and have an understanding of the consequences of their actions.
* **Pupils** have an excellent understanding of how to stay online and through social media.
* **Parents** work in partnership with the school in the development of pupils’ Personal Development.
* **Governors** have a clear understanding of the quality and intent that the school provides for the Personal Development of the pupils.
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| **Personal Development** |
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| **Key Priorities** | **Actions** | **Monitoring** | **Leadership** | **Evidence of best practice** |
| **Priority 1**To further develop a positive personal disposition in all pupils so they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others | * All staff to continue to embed a Rights-Respecting Schools approach and develop further the Gold Award criteria.
* Maintain a focus to engender kindness and celebrate acts of kindness by discussing what that looks like in all aspects of life across the school community.
* Staff to apply the recommendations from research.
* Staff to use the SEAL target each week to highlight the behaviours and desired responses.
 | * Phase Leaders to monitor attitudes to learning through regular learning walks, work scrutiny/REPO and pupil voice.
* Leaders to monitor pupils’ progress and attainment.
* Leaders to monitor and analyse behaviour during Let’s be active and Let’s dine
 | Head teacherDeputy HeadteacherPhase LeadersSENDCOYear Group LeadersSLO | * Preparation for high school-gang related workshops
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| **Priority 2**To maintain the high-quality pastoral support. | * To continue to evaluate the provision for the most vulnerable pupils, including pupils with SEND.
* Staff to focus on building pupils confidence and resilience.
* Staff to make good use of the weekly supervision/counselling sessions for staff, particularly those that support the most vulnerable pupils.
 | * Phase Leaders to monitor attitudes to learning through regular learning walks, work scrutiny/REPO and pupil voice.
* Leaders to monitor provision and incidents across their Phase.
* SENDCo/Inclusion Lead to monitor provision and incidents across the school.
 | Head teacherDeputy HeadteacherPhase LeadersSENDCo/Includiosn LeadTherapeutic TeamDesignated Safeguarding Lead |  |
| **Priority 3**To further develop pupils as responsible, respectful and active citizens. | * To continue to deliver effective provision for spiritual, moral, social and cultural education across the school curriculum.
* To increase the quality of debate and respectful behaviour through RRS/P4C and the RE curriculum. (Spiritual development)
* To plan for the development of pupils, understanding of the consequences of their actions. (Moral development)
* To plan to support the development of cooperation with others and the effective resolution of conflict. (Social development)
* To plan for pupils to show respect for different faiths and cultural diversity. (Cultural development)
* To engage with the climate change project, ‘No time to waste.’ OutRight
 | * Phase Leaders to monitor attitudes to learning through regular learning walks, work scrutiny/REPO and pupil voice.
* Leaders will monitor range, quality and take-up of extra-curricular activities
* Leaders will monitor behaviours during Let’s be active and Let’s dine and contact with parents will be made to celebrate of discuss working together to support a child.
* Leaders will monitor the engagement of the most disadvantaged pupils
 | Head teacherDeputy HeadteacherPhase LeadersYear Group LeadersPE Lead |  |
| **Priority 4**To effectively embed and review the Relationship and Health Education curriculum (RHE). | * To review the planning, resourcing, delivery and learning outcomes of the new RHE curriculum.
* Consult parents from Autumn B onwards on the curriculum.
* To ensure the curriculum addresses pupils’ safe and appropriate online behaviours and how to report concerns
* The Parental Engagement Lead to maintain regular contact with the RHE Consultation Committee.
 | * Phase Leaders to monitor attitudes to learning through regular learning walks, work scrutiny/REPO and pupil voice.
* Leaders monitor pupils’ understanding of healthy relationships.
 | Head teacherDeputy HeadteacherPhase LeadersYear Group LeadersPSHCE teamParental Partnership Lead |  |

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| **Leadership and Management** | **Main area for improvement:****Further strengthen** **the effectiveness of leadership and management by enhancing pupils’ progress in reading, writing, mathematics and the whole school’s curriculum.**  |
| **Desired Outcomes:*** **Leaders** ensure that teachers receive focused and highly effective professional development. Teachers’ subject knowledge, pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. (Ofsted Outstanding)
* **Leaders** have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. (Ofsted Good)
* **Leaders** ensure that the equality objectives are addressed at all levels.
* **Leaders** ensure theschool curriculum design remains relevant to inspire, motivate and challenge pupils.
* **Leaders** have consistently high expectations and are ambitious for all pupils.
* **Leaders** monitor the progress of pupils ensuring better and accelerated outcomes, especially those pupils supported by the pupil premium and recovery premium funding.
* **Leaders** impact on the quality of education provided by the school, including the progress in reading, writing and maths.
* **Leaders** take into account the workload and the well-being of staff, while also developing and strengthening the quality of the workforce.
* **Leaders** engage parents and the community thoughtfully and positively to support pupils’ education.
* **Leaders** continue to ensure that there is a culture of safeguarding and all arrangements for safeguarding are effective.
* **All staff** contribute to ensuring that pupils are protected when online, including when they are receiving remote education or self-isolating.
* **All staff** contribute to the effectiveness of the school’s provision, including the practice and subject knowledge of the ECTs.
* **All staff** embed leaders’ strategies to challenge the most-able pupils in reading, writing and mathematics, so that more pupils attain the higher standard by the end of Year 6.
* **All staff** ensurethe new Relationships and Health Education is fully implemented.
* **Pupils** feel they are listened to and there is a positive culture.
* **All parents** feel positive about their child’s experience of school, the quality of education and care that leaders provide.
* **Governors** ensure that school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. (Ofsted Good)
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| **Leadership and Management** |
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| **Key Priorities** | **Actions** | **Monitoring** | **Leadership** | **Evidence of best practice** |
| **Priority 1**Leaders to impact on the quality of education provided by the school, including the progress in reading, writing and maths.Progress measures improve to be in the above average band.[2023 **Reading -0.4**(condfidence interval -1.9 to 1.1) **Writing -0.8** (condfidence interval -2.2 to 0.6) **Maths 1.8** (condfidence interval 0.4 to 3.2) | * Provide quality CPD following scrutiny of learning outcomes.
* Leaders to closely monitor pupils’ progress in and enjoyment of reading.
* Identify and address gaps in learning and ensure pupils’ basic skills are embedded.
* Leaders to have high expectations of all pupils at all times.
* All staff develop positive relationships with all pupils to promote resilient, motivated and engaged learners.
* Monitor the progress and attainment of all pupils, but particularly the most disadvantaged and those with SEND.
* Governors to ensure that resources are well managed lead to improved pupil outcomes.
 | * Phase Leaders to monitor attitudes to learning through regular learning walks, work scrutiny/REPO and pupil voice.
* Leaders to monitor pupils’ progress and attainment.
* Leaders to regularly moderate learning outcomes across subjects and throughout the school and those with school-led tutoring.
* Leaders to monitor the impact of CPD on teaching and pupil outcomes.
* Leaders to regularly analyse pupil voice.
* Governors to review the school’s vision, strategy and the management of resources.
 | Head teacherDeputy HeadteacherPhase LeadersYear Group LeadersSubject Leaders | * .
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| **Priority 2**Leaders to evaluate the Quality of Education in the delivery of the curriculum, to ensure it continues to engage, inspire, motivate and challenge pupils. | * Leaders to review the intent statements and review the agreed curriculum to ensure strong sequencing and progression.
* All Subject Leaders to monitor the progression of knowledge from Nursery to Year 6. eg scientific enquiries through school and the methods used to plan an investigation and record results.
* Subject Leaders to map out key vocabulary progression across the school (Tiers 1, 2 and 3). New vocabulary and vocabulary recalled/retrieved.
* Class teachers to provide assessment opportunities, quizzes, mind maps etc to establish information retained from prior learning as well as making explicit connections with new learning.
 | * Phase Leaders to monitor attitudes to learning through regular learning walks, work scrutiny/REPO and pupil voice.
* Leaders to monitor pupils’ progress and attainment.
* Subject Leaders to regularly moderate learning outcomes throughout the school.
* Leaders to analyse pupil voice and how information is being retained in their long term memory and applied across the curriculum.
 | Head teacherDeputy HeadteacherPhase LeadersYear Group LeadersSubject Leaders |  |
| **Priority 3**Parents to feel positive about their child’s experience of school and the quality of education and care that leaders provide. | * Encourage completion of the online Parent View during Parents’ Evening/consultations alongside a comment form.
* Leaders to conduct Parent View and comments made then contact any parent who has a concern or writes a negative response to see how we can improve their child’s experience of school.
* Use platforms to share with parents learning outcomes in all subjects.
 | * Leaders to monitor the responses on Parent View and regularly analyse parent surveys.
* Monitor impact of follow up conversations with parents.
* Leaders to hold regular parent meeting to seek the view of parents on specific issues.
 | Head teacherDeputy HeadteacherPhase LeadersSENDCOParental Partnership Lead |  |

| **Leadership and Management** |
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| **Key Priorities** | **Actions** | **Monitoring** | **Leadership** | **Evidence of best practice** |
| **Priority 4**Leaders to take into account the workload and the wellbeing of staff, while also developing and strengthening the quality of the workforce. | * All leaders to maintain a positive solution focused culture in all phases and across the school.
* All leaders to regularly review workload and support their teams efficient working.
* To effectively use performance management to identify support/CPD needed to fulfil all roles and responsibilities.
* To develop a wellbeing strategy.
* Appoint a Mental Health Lead and committee.
 | * Leaders monitor that CPD is enhancing the teaching of the curriculum.
* Phase Leaders to ensure staff have access to supervision with TTP Counselling Service.
* Ensure all staff are aware of the DSL role as staff wellbeing support.
* Share and monitor the impact of the wellbeing strategy.
 | Head teacherDeputy HeadteacherPhase LeadersYear Group LeadersDesignated Safeguarding Lead | * Mental Health Lead has been identified (DHT) and completed DfE accredited training.
* A staff committee has been created. The first session was facilitated with support from OneEducation.
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| **Early Years Education** | **Main area for improvement:****To further reduce the difference between the performance of boys and girls by embedding leaders’ strategies to engage boys more in their learning. (Ofsted March 2019)** |
| Desired Outcomes:* **Leaders** ensure that **all staff** interact effectively with the pupils at all times.
* **Leaders** ensure that the aims of the Early Years Foundation Stage are met and that it is sufficiently challenging for the pupils.
* **Leaders and staff** are particularly attentive to the youngest children’s needs and those that have not attended prior settings.
* **All staff** ensure that the impact of the curriculum on what the children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. (Ofsted Outstanding)
* **All staff** in Reception teach children to read systematically by using synthetic phonics and books that match the pupils’ phonic knowledge.
* **All staff** ensure their interactions with pupils during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, provide a narrative for what they are doing, facilitating and setting challenges.
* **Teachers** ensure that the curriculum is meeting the children’s needs and that content, sequencing and progression in the seven areas of learning are secured.
* **Teachers** ensure that children develop, consolidate and deepen their knowledge, understanding and skills across all areas of learning in the EYFS.
* **Teachers** ensure that all areas for learning are supportive of the pupils’ learning.
* **Pupils** are developing a love of reading through reading aloud and telling stories and rhymes.
* **Pupils** personal, social and emotionaldevelopment demonstrates that they feel safe, secure and they are stimulated and happy.
* **Pupils** demonstrate positive attitudes and behaviours through playing and exploring, active learning, creative thinking and thinking critically.
* **Pupils** are all involved in the routines for tidying up.
* **Parents** work in partnership with the school and are regular attenders at workshops and drop ins that support their child’s development.
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| **Early Years Education** |
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| **Key Priorities** | **Actions** | **Monitoring** | **Leadership/****Resources/Cost** | **Evidence of best practice** |
| **Priority 1 (Ofsted March 2019)**To further reduce the difference between the performance of boys and girls in EYFS by embedding leaders’ strategies to engage boys more in their learning.[In 2023 the gender gap for GLD was 26%, boys (46%) and girls (72%)] | * Continue to evaluate the curriculum and the interest, motivation and engagement of learners and how it meets the pupils’ needs, but particularly to motivate the boys.
* Review the intent, implementation and impact of the curriculum to ensure it is taught in a logical, systematic way through effective explanations to provide the foundations for the rest of their schooling.
* Continue to plan and sequence lessons with clearly defined end points, which identifies the constituent parts needed to achieve the curriculum goals.
* Continue to ensure the content, sequencing and progression in the seven areas of learning is appropriate and sufficiently challenging.
* Continue to ensure that the sequence of lessons taught is designed to help pupils remember long term the content they have been taught and to integrate new knowledge into larger areas.
 | * Leaders to monitor planning, work scrutiny, pupil voice and through learning walks.
* Leaders to regularly moderate learning outcomes across the all areas of learning.
* Analyse the progress and attainment of pupils in all areas of learning.
* Analyse behaviours and attitudes to learning.
 | Head teacherDeputy HeadteacherEYFS Phase LeaderSENDCODesignated Safeguarding LeadParental Partnership Lead |  |
| **Priority 2**To increase children’s achievements in the prime areas of learning.**GLD** 202358% (68% FFT national 2023)**Communication and Language**66% (80 % FFTnational 2023)**Physical Development** 70% (85% FFT national 2023)**Personal, Social and Emotional** 65% (84% FFT national 2023) | * Ensure all staff are attentive to the pupils’ needs,
* Ensure all staff are patient and attentive when allowing Rising 3s and Nursery pupils to express their ideas.
* Ensure all staff provide support appropriate to the individual needs of the children.
* Develop expertise of all staff to ensure all children feel safe, secure and happy.
 | * Leaders to monitor planning, work scrutiny, pupil voice and through learning walks.
* Leaders to regularly moderate learning outcomes across the all areas of learning.
* Analyse the progress and attainment of pupils in the prime areas of learning.
 | Head teacherDeputy HeadteacherEYFS Phase LeaderSENDCO |  |
| **Priority 3**To ensure the achievement in the prime areas of learning facilitates and enables progress and attainment in literacy and mathematics (comprehension, word reading, writing and number. | * Ensure all staff focus on the development of children’s vocabulary.
* Ensure all staff model effective communication.
* Ensure all staff have a secure knowledge of the EYFS curriculum.
* Ensure all staff have an expert understanding in teaching systematic, synthetic phonics-Animaphonics.
* All children to regularly practise reading books that match their phonics knowledge.
* Develop the pupils’ love of reading by reading aloud, telling stories and rhymes, role play etc.
* Maintain a focus on the school’s Handwriting Policy and practices in the EYFS.
* Create a positive attitude and interest to mathematics in looking for patterns, relationships and connections in numbers.
 | * Leaders to monitor planning, work scrutiny, pupil voice and through learning walks.
* Leaders to regularly moderate learning outcomes across the all areas of learning.
* Regularly review the phonics groups. Review the stories and books read as well as those used as a focus for learning opportunities.
* Analyse the progress and attainment of pupils in the prime areas of learning.
* Monitor the impact of CPD across EYFS.
 | Head teacherDeputy HeadteacherEYFS Phase LeaderSENDCO |  |
| **Early Years Education** |
| **Key Priorities** | **Actions** | **Monitoring** | **Leadership/****Resources/Cost** | **Evidence of best practice** |
| **Priority 4**To ensure that all pupils make progress in their development, particularly those children in Reception who have not attended a school Nursery or a prior setting. | * Plan for supporting pupils’ progression with self-regulation and executive function.
* Continue to develop effective communication with parents to support their child’s learning at home.
* Ensure all staff are trained and equipped to support, scaffold and nurture children’s development of self-regulation and executive function.
* Effectively liaise with the Year 1 teachers to ensure that children have the knowledge and skills ready for the next stage in education.
* Ensure activities promote positive attitudes to learning including pupils’ curiosity, motivation and enjoyment.
 | * Leaders to monitor planning, work scrutiny, pupil voice and through learning walks.
* Leaders to regularly moderate learning outcomes across the all areas of learning.
* Analyse the progress and attainment of pupils in all areas of learning.
* Monitor the impact of CPD across EYFS.
 | Head teacherDeputy HeadteacherPhase LeaderSENDCODesignated Safeguarding LeadParental Partnership Lead |  |
| **Priority 5**To ensure the provision for SEND and the disadvantaged pupils meets the individual needs. | * Evaluate the quality of education and the impact it has on pupils, particularly the most disadvantaged and those with SEND.
* Ensure that the EYFS is a welcoming environment for all pupils to meet the individual needs and they have a positive experience of school.
 | * Leaders to monitor planning, work scrutiny, Evidence Me, pupil voice and through learning walks.
* Leaders to regularly moderate learning outcomes across all the Early Learning Goals.
 | Head teacherDeputy HeadteacherPhase LeaderSENDCODesignated Safeguarding LeadParental Partnership Lead |  |