

Effectiveness of Leadership & Management - To ensure the school is able to accurately self evaluate where it is at.



To fully upskill the SLT and Governors to look at the school evaluatively in order to judge accurately the next steps the school needs to take to improve.

For the Governing body to understand ARE national data to monitor and challenge school progress and attainment.

To further develop the capacity of the SLT to ensure that leadership is fully distributed at all levels to ensure high levels of accountability.

Quality of Teaching, Learning and Assessment - Increase the quality of teaching learning and assessment throughout the school.



To continue to improve standards in reading, writing and maths, raising % of children achieving ARE in all year groups and maintain (and exceed) expected levels of attainment and progress to national levels in Year 2 and 6 (Focusing on low achievers, Pupil Premium children and more able pupils).

To commission an external review of the school to benchmark the quality of teaching and learning in comparison with the views of the new leadership team.

To review and update English and Maths essentials to ensure that there is a clarity of expectations for all staff.

To refine the coaching programme across school ensuring phase leaders play a key role in driving standards in teaching and learning.

Personal Development, Behaviour and Welfare - To improve behaviour across the school outside of lesson time and within lessons.



Improve attendance to 96%, Reduce PA to 5% and lateness to 40 per week.

To further refine behaviour of pupils at key transition times within school through the implementation of a new behaviour system.

To build on pupil learning behaviour to ensure consistency across the school.

To ensure EAL children are provided with a smooth transition into school

To implement guidance and programme on LGBT (LW)

Outcomes for Children and Learners - Raise the attainment and achievement for *all* learners.



To raise the achievement of PP and lower achieving groups (i.e Girls (Low) and SEN support) closing the gap between these groups and the national average

To ensure appropriate intervention is embedded to intervene with targeted children including pupil premium children.

To focus on the attainment at KS1 of vulnerable groups: disadvantaged, girls in achieving the national figure for expected+.

To ensure that more children at KS1 make better than expected progress from their starting points at EYFS in Reading and Maths.