

## These areas for improvement are the key priorities for the School Plan

<p><b>1. Effectiveness of Leadership &amp; Management</b></p> <p><i>Every child matters in the holistic school experience to reach their full potential in attainment and progress</i></p>	<p><b>2. Quality of Teaching, Learning &amp; Assessment</b></p> <p><i>Every child receives 100% good or better teaching and learning in every subject</i></p>	<p><b>3. Personal development, Behaviour &amp; Welfare</b></p> <p><i>Every child learns confidently as a result of feeling safe, happy and valued</i></p>	<p><b>4. Outcomes for Pupils</b></p> <p><i>Every day is a learning day for every child</i></p>
<p>1.1 Build on existing skills and further develop subject leaders to take ownership of their data and monitoring activities to demonstrate teaching and learning impact.</p> <p>1.2 Leaders to develop a vision for the subject that they lead and create robust actions plans in which actions are successfully delivered to realise impact across the school.</p> <p>1.3 Address SEND provision to narrow the gap between SEND and non SEND children (see separate action plan and cross reference with DHT PM)</p> <p>1.4 Robustly review the timetable to ensure the very best outcomes for children ie: allocation of TA, part time teachers, SLT time, monitoring activities</p> <p>1.5 Provide opportunities for all stakeholders to have a voice in sharing opinions regarding success or otherwise of the school and address this via the SIP accordingly</p> <p>1.6 Formalise collaborative working opportunities with other schools to develop leaders</p>	<p>2.1 Secure teaching profile of substantive class teachers to 100% outstanding, with part time staff outstanding in their expertise.</p> <p>2.2 Teachers scrutinise data and develop termly actions to close gaps and ensure best outcomes for every learner.</p> <p>2.3 Teaching Assistants must be directed effectively to ensure the best outcomes of individual learners.</p> <p>2.4 The use of TT to be developed for the benefit of scrutinising class data and identifying gaps. Introduce this in to additional areas of the curriculum to measure progress.</p> <p>2.5 Diarise annually subject specific weeks to include workshops for parents and 'fun' activities to enhance the curriculum and promote enthusiasm for learning</p>	<p>3.1 Continue to develop the PSHE curriculum, building on the introduction of SEAL</p> <p>3.2 Address issues from the recent MMR report (including the development of daily class worship to reflect on the day.)</p> <p>3.3 British Culture and Values to be explicitly promoted in every day school life.</p> <p>3.4 Restructure roles of responsibility throughout school to provide a positive impact on school life.</p> <p>3.5 Ensure consistency of the implementation and the delivery of behaviour and associated policies amongst all staff</p> <p>3.6 Ensure site is maintained to the highest standards in all areas to ensure the welfare of all</p>	<p>4.1 Continue to create an inspiring curriculum, which motivates pupils to learn, reflecting high outcomes.</p> <p>4.2 The use of TT to be developed for the benefit of scrutinising class data and identifying gaps. Introduce this in additional areas of the curriculum to measure progress.</p> <p>4.3 Teachers scrutinise data and develop termly actions to close gaps and ensure best outcomes for every learner.</p> <p>4.4 Address teaching and learning of SPaG/phonics to raise standards in KS2 GPVS and in writing in KS1.</p> <p>4.5 Address SEND provision to narrow the gap between SEND and non SEND children (see separate action plan and cross reference with DHT PM)</p>