



Quality of Education (Out/Good/RI/IN)	Behaviour & Attitudes (Out/Good/RI/IN)	Personal Development (Out/Good/RI/IN)	Leadership & Management (Out/Good/RI/IN)	EYFS (Out/Good/RI/IN)	School Specific (Out/Good/RI/IN)
<p>Further develop intent for reading. Reading should be referenced in all subject leader's improvement plans. The school will need to strongly promote reading for pleasure</p> <p>Improve writing outcomes to at least 75% across all year groups</p> <p>Further develop working memory techniques (inc. use of knowledge organisers and retrieval skills), as part of pedagogical practice, so that pupils remember long term content taught.</p> <p>Develop and deliver an effective strategy (Pupil Premium) to overcome disadvantage in order to build knowledge, cultural capital & ensure the best possible outcomes for disadvantaged pupils.</p> <p>Strengthen the use of evidence based/research within policy, practice and pedagogy and promote individual reflection/study via the use of CPD journals</p>	<p>Behaviour Policy</p> <p>Review the reward mechanisms, within the Behaviour Policy, and further consider strategies to promote intrinsic motivation</p> <p>Further develop pupil leadership roles (inc. School Value Champions etc) so that they make a tangible contribution to the life of the school</p> <p>Introduce Peer Mediator training so that pupils play a highly active role in creating a positive playground environment.</p> <p>Further consider & develop strategies to support a growing number of SEMH needs across the school, e.g. ELSA lead, Mentoring Plus etc</p>	<p>To develop the behaviours learners need to succeed in the world Collaboration, Ambition, Resilience, Respect and Creativity</p> <p>Extend the offer of extra-curricular provision, in order to build cultural capital, and increase take up/accessibility, e.g. through use of PP funding for disadvantaged pupils.</p> <p>Develop use of enrichment experiences (e.g. school garden, pond) by ensuring they are coherently planned within the curriculum and are utilised frequently</p> <p>Introduce and/or develop the roles of the Values Champions / Play Leaders in order to develop pupils' character and nurture their leadership skills.</p> <p>Prepare pupils for life in modern Britain by ensuring the curriculum presents them with opportunities to engage with views, beliefs and opinions that are different from their own e.g. different religious or cultural festivals, collective worship themes etc.</p>	<p>Further develop role of middle (non-TLR) and strategic (TLR) leaders in order to develop the quality of the curriculum and build capacity to sustain improvement (inc. CPD).</p> <p>Continue to develop consistency in the quality of education across the school through shadowing opportunities for less experienced leaders and ensuring moderation of any activity or feedback</p> <p>Ensure effective CPD/coaching for leaders so that they become familiar with areas beyond their immediate expertise (e.g. EYFS) and can support staff effectively in those areas.</p> <p>Further consider opportunities to acknowledge staff expertise within the school by utilising individuals to support CPD/coaching as well as celebrating any strengths within provision.</p> <p>Introduce the Early Career Teacher (ECT) framework and consider implications of induction as part of a wider professional development programme/plan.</p>	<p>Ensure appropriate CPD and coaching opportunities in order to embed the new EYFS framework and ensure an understanding by staff both within and beyond the phase</p> <p>Develop expertise and collaboration of staff within EYFS, especially those new to the team, by providing opportunities to reflect on practice, discuss pedagogy and learn from one another.</p> <p>Consider the impact of NELI and use of this to inform practice and carefully plan appropriate interventions, which strengthen pupil development.</p> <p>To develop the children's skills to talk confidently and effectively about their learning and next steps and for them to use new vocabulary appropriately in their independent play</p>	<p>Promotion of school in the wider community to prevent NOR dropping</p>

