



Quality of Education (Good)	Behaviour & Attitudes (Good)	Personal Development (Good)	Leadership & Management (Good)	EYFS (Good)	School Specific (Good)
<p>Further develop a clear progression map for Reading from EYFS to Year 6 demonstrating word reading and comprehension</p> <p>Develop a clear progression map for Writing from EYFS to Year 6 demonstrating Transcription, Composition and Dictation</p> <p>Improve writing outcomes to at least 75% across all year groups</p> <p>Maths Calculation Policy is fully implemented and consistently applied from EYFS to Y6</p> <p>Track maths attainment of specific pupil groups across the school, in particular Boys</p> <p>Continue to embed the mini retrieval tasks within all lessons to support pupils in remembering content long term as well as integrating new learning into larger ideas.</p> <p>Develop and deliver an effective strategy (Pupil Premium) to overcome disadvantage in order to build knowledge, cultural capital &amp; ensure the best possible outcomes for disadvantaged pupils.</p>	<p>Further consider and develop strategies to support a growing number of SEMH needs across the school, e.g. ELSA lead, Mentoring Plus etc.</p> <p>Target children who are not yet emotionally ready for effective learning in the classroom</p> <p>School Values are actively promoted in school activities and demonstrated by pupils in their behaviours</p> <p>Maintain and build on excellent attendance, for all groups of pupils, through the careful and relentless application of the Attendance Strategy.</p>	<p>School Values are actively promoted in school activities and demonstrated by pupils in their behaviours</p> <p>Create an effective student voice to influence decisions within the school</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>Develop staff confidence, through coaching and CPD, when dealing with complex behaviour needs and negative behaviours (inc. developing clarity around use of consequences).</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 improve the quality of SEND Provision and Leadership of SEND</p> <p>Further develop the 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>To ensure subject leaders are experts in their subject area and take on full accountability for their subject</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>Raise the impact of leaders at all levels at pace to demonstrate at least good Ofsted descriptors</p> <p>Parents &amp; carers are regularly offered opportunities to participate in events at school that will deepen their understanding on mental health and wellbeing and support their parenting and family life</p>	<p>To explore where the EYFS/ELGs finish and the Year1 curriculum begins. What are the key skills and knowledge that children need to be ready for Year 1 and what is the key information Year 1 practitioners need to know about EYFS and ELGs</p> <p>To review the current EYFS curriculum in terms of curriculum design ensuring the necessary knowledge and skills are sequenced and taught as required</p> <p>To review and reflect on planning documentation</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>Promotion of school in the wider community to prevent NOR dropping</p>

