

Compassionate pupils

Motivated pupils

Improved achievement

Exciting and rich curriculum

Highly skilled staff

Knowledgeable staff

- Low levels of behavior issues
- Increase in green dojo records and decrease in red over time
- Skills used across curriculum areas
- Consistency of application and expectation
- Respectful language to pupils and staff
- Pupil voice and actions identify the need for some pupils to be treated differently
- Purpose for writing
- Amount and quality of work (including homework)
- Assemblies show a focus on others
- Roles and responsibilities undertaken
- Encouragement of others
- Improvement in pupils accessing the well-being team

- Celebrating success RB**
- Reintroduce house system – draw up rewards for house points
 - Introduce half termly house competitions
 - Displays
 - Celebrating and publishing writing
 - Celebration of sporting outcomes
 - Communication of in school and external visits and visitors
 - Whole school concerts and celebrations

Improved outcomes from starting points

Willingness to accept challenge

Progress of groups (PP)

Quality of end products in foundation subjects

Active engagement

Staff enabled and engaged

Improved staff knowledge and competence in delivery

Engagement in extracurricular activity – including competition

Variety and diversity in the curriculum content

- Maths GH**
- Mental calculation
 - Problem solving and reasoning

- Spelling RW/LM**
- Review impact of spelling programme on spelling in wider writing

- PE RB**
- Clear scheme of work and overview for teaching agreed and monitored
 - Overview of competitions

- RE SBa**
- Review scheme of work
 - Identify gaps in progression document against the agreed syllabus
 - Create final RE progression document
 - Support teachers to plan and deliver RE

- Reading BF**
- Map class reads linked to writing genres across the school
 - Identify reading comprehension activities linked to English unit
 - Children to be answering comprehension questions regularly in full sentences in English units of work
 - Reading comprehension and teaching (Friday am)

- Phonics AE**
- Provide effective catch up phonics programmes for R, Y1, Y2

- Support for LA/DA pupils SBa ?? PP lead**
- Effective use of tutoring time
 - Access to technology where appropriate
 - Monitoring of progress and attainment

Accessing further reading or development

Impact of CPD on self-confidence, quality of delivery of specific content or subjects

- Music AK**
- Understanding of musical structures and different genres

- Computing/ICT LG**
- Use of ICT in the wider curriculum
 - Sharing apps and programmes to develop different skills
 - Basic skill development – use of Microsoft suite

- Cultural Capital KM**
- Why we teach this
 - What we are trying to achieve
 - How we develop multiple skills
 - Detail in the progression document
 - Development of progression document for 4 agreed strands of CC

- Tangible outcomes KM/CM**
- Writing for a purpose
 - Sharing DT, Art, Music and CC outcome with parents and the wider community

Effectiveness of planning to close gaps or teach new content

Engagement in other CPD opportunities

Leaders able to clearly articulate the progression documents

Effectiveness of performance management process

- SEND provision AB**
- Developing understanding of learning plans and importance of the cycle
 - Identification of early language development delay and strategies to support/improve

- EYFS AK**
- CPD for leaders to develop understanding of EYFS
 - Leaders to take time to see the work in EYFS based on their subject

- Moderation LM**
- Building banks of evidence of age related expectations
 - Identifying back barriers and how to address them before the next moderation
 - Evidencing statements

- Development of teaching and learning AK/CM**
- What AfL looks like in practice.
 - Expectations of questions and evidence in lessons
 - End of lesson assessment questions

- PSHE Curriculum SBr**
- Ensuring coverage – monitoring of planning
 - Identifying what and how to teach standalone lessons
 - Identifying what and how to teach PSHE content in other subjects
 - Clear monitoring of PSHE teaching and outcomes

- Personal Development CM**
- Trips and visits to be mapped for every year group
 - Understanding of Evolve and trip planning process
 - Identified groups of people to speak to children (assemblies and curriculum)
 - Roles and responsibilities for children in school established

- Safeguarding AK**
- Communication of safeguarding roles and responsibilities to parents
 - Provide more granular detail to governors
 - Review and implement procedures for CME to escalate concerns quicker
 - Monitor understanding and implementation of sexual health and sexual harassment policies and procedures
 - Review equality policy with regard to protected characteristics