



Key Priorities 2017-2018

Further improve the quality of teaching and learning in order to increase the proportion of outstanding teaching and raise standards across the school.

KEY PRIORITY: To increase the proportion of children exceeding ARE, particularly in writing and mathematics.

- To enhance provision for the most able pupils.
- To develop strategies that provide challenge for the most able pupils.
- Tackle underachievement in most able pupils.

KEY PRIORITY: To further improve the quality of teaching and learning in English in order to raise standards further in writing.

- To develop provision and standards in spelling across the school.

Quality of Teaching, Learning and Assessment

Improve procedures and practice which directly impact upon pupil's personal development, behaviour and welfare.

To enhance the school's open culture that actively promotes all aspects of pupils' welfare at all times.

- To ensure procedures and practice are developed in order to further safeguard the children.
- To ensure systems and procedures for addressing rare incidents of bullying are effective.

To further develop and embed procedures and practice which maintain high standards of behaviour and attitudes necessary for success.

- To improve the learning attitudes and behaviours of pupils in order to raise standards.

Personal Development, Behaviour and Welfare

Ensure that throughout the school and across the curriculum all groups of pupils make substantial and sustained progress and develop excellent knowledge and understanding.

- To ensure any emerging gender gaps are closed in Mathematics where girls are behind boys in particular cohorts.
- To ensure that provision is in place to support disadvantaged pupils achieve their potential.
- Review and enhance the new assessment approaches throughout the school.
- To ensure Key Stage 2 results are above national figures.

Outcomes for Pupils

To ensure that the school maintains its Outstanding judgement in regards to SIAMS.

- To broaden children's understanding of different expressions of the Christian faith.
- Develop creative ways of exploring spirituality and prayer and offer opportunities for spontaneous prayer.
- To raise the profile and partnership of pupil voice.
- To develop the curriculum so that it is immersive, engaging, relevant and up to date.

SIAMS

To ensure all aspects of school leadership enables a 'learning culture' of high expectation, aspiration and scholastic excellence.

- To ensure a culture where leaders and governors have a relentless focus on improving teaching and learning within the school and as a system leader enabling staff and pupils to excel.
- To further develop incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.
- To ensure that a broad and balanced curriculum inspires pupils to learn.
- To develop the capacity of the governing body.

Leadership and Management

KEY PRIORITY: **To ensure that a highly stimulating environment provides a rich, varied and imaginative experience that results in children achieving at least in line with national figures.**

- To ensure that the new nursery provision and current reception class reflects the needs of the children.
- To support the Most Able Children in the Early Years.

Early Years Provision