Effectiveness of leadership and management

•Leaders at all levels are empowered and supported to drive school improvement

- •Senior leaders recognise pressures and minimise unnecessary workload to ensure work life balance.
- •To develop and support subject leaders in effective subject leadership
- •Leaders and governors have a deep understanding of the school's effectiveness informed by the views of pupils, parents and staff

Quality of education

2

•To continue to review the school's curriculum to ensure coherence and progression of skills and knowledge across all subjects through an engaging and inspiring curriculum

- •Feedback and assessment are used effectively to accelerate children's learning and progress
- •Teachers use their knowledge of the curriculum and monitoring to maximise impact on learning outcomes. Pupil gaps are identified and appropriate planning in place

Behaviour and attitudes

3

- •High expectations for behaviour and conduct from all staff and continued robust tracking of behaviour on Pupil Asset
- •Children make a postive contribution to the life of the school and wider community
- Pupils actively support the wellbeing of other pupils
- •Learners have a positive attitude towards education
- •Children are clear about the Christian values of the school

Personal development

4

- •To support the physical and mental health and resilience of pupils. Pupils make informed choices about healthy eating, fitness and their emotional and mental wellbeing
- •To develop confident, articulate and resilient children
- •To further develop leadership opportunities for pupils

Early years education

5

- •To develop the EYFS curriculum in line with the new EYFS reforms adapting to the needs of our community and COVID catch up
- •To develop clear assessment criteria observation checkpoints and to track and assess children's progress within the new EYFS framework from 2 to ELG
- •To develop an engaging an well resourced outside environment that primarily develops the prime areas of learning and characteristics of effective teaching and learning through open ended high quality play experiences and opportunities.
- •To plan for the development and mastery of the essential foundation skills that ensure success in mark making and writing.

SEND

6

- •Quality first teaching is the predominant method of supporting children with SEND
- •Disadvantaged children and children with SEND achieve the best possible outcomes
- •There is a bespoke learning and pastoral plan in place for vulnerable pupils learning at home.
- •Additional support adults are highly effective in the classroom
- •To further develop relationships with pupils and parents of children with additional needs