

## 2017-18 Key Priorities

### Outcome of Pupils

Continue to raise attainment in English and Mathematics to NATIONAL STANDARD AND HIGHER STANDARD and accelerate the progress of all pupils to be consistently good by:

*Continue to embed sharper match between work set and the differing abilities*

*-Continue to embed teachers' marking of pupils' work consistently provides feedback that helps them know how to improve and move up to the next level*

*- Continue to embed giving pupils' time and the opportunity for responding to and absorbing feedback that is given about their work.*

- **Ensure that the most able pupils, including most-able disadvantaged pupil, are routinely and sufficiently challenged in all subjects and year groups.**
- **Ensure that pupils read challenging texts regularly and often, receiving the support they need to know how to improve their reading further.**
- Continue to raise attainment and progress in writing across the school.

### Personal Development, Behaviour and Welfare

- Continue to embed the Growth Mindset approach to learning
- Continue to embed whole school behaviour for learning strategies: silent signals etc.
- Children continue to engage in productive play at break and lunch times.
- Continue to improve attendance and punctuality
- **Raise awareness of mental health and emotional well-being issues across the school.**

### Quality of Teaching, Learning and Assessment

- Increase the number of teacher who deliver consistently outstanding lessons.
- Continue to develop quality first teaching

*-Continue to deepen teachers subject knowledge especially teachers who are in their early stages of their careers and teachers that are moving across phases or teaching unfamiliar topics.*

*-Continue to embed teaching and support staff use of AfL strategies, **esp use of numbered success criteria, self and peer assessment.***

*-Continue to embed basic skills of reading, writing, communication (THEAL language structures) and maths and its transference across the curriculum*

*- **Embed the consistency of questioning across the school.***

*-Staff continue to consistently check pupils understanding throughout lessons.*

*-Continue to develop pupils' role as Expert Learners.*

*- Continue to embed high quality presentation and cursive writing across the school and across the curriculum.*

- Continue to embed quality first teaching for SEND/NTE pupils
- Continue to maximise independent learning opportunities both across the curriculum and within lessons, by ensuring that pupils and teachers make regular and better use of new technology as a learning tool.
- **Continue to embed the new curriculum assessment (foundation subjects) without levels across the school.**

### Effectiveness of Leadership and Management

- **Embed Rights Respecting articles and language in school's policies and practices.**
- **Work towards achieving the NACE Award.**
- **Further develop middle managers abilities to effectively follow up identified actions and evaluate impact of support given.**
- Develop and ensure consistency in the implementation of all school policies, especially for new staff.

**\*OFSTED KEY ISSUES IN BOLD AND HIGHLIGHTED IN YELLOW**

Priorities in italics feed into the key priorities in bold text.

## **Early Years Key Priorities 2017-2018:**

### **Outcome for pupils**

- To continue to raise standards of teaching & learning across all areas of learning.
- To ensure children progress well from their different starting points and make at least 6 points of progress or achieve ARE.
- To ensure pupils are challenged across the curriculum.
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### **Personal development, behaviour and welfare**

- Continue to embed a stimulating learning environment
- Continue to improve attendance and punctuality through parental engagement activities.
- To develop rights respecting language in school and raising children's awareness of children's rights.

### **Effectiveness of Leadership and Management**

- Continue to embed closer links with other providers throughout the year to prepare children for school readiness– workshops, Parent and Toddler Sessions, E1 cluster meetings.
- Continue rigorous monitoring of teaching and learning to improve achievement for all children.
- To continue to involve parents in their children's education & learning.

### **Quality of teaching, learning and assessment**

- Continue to embed Intervention Groups (Listening and Attention, Speaking and Maths)
- To develop children's independence particularly in Literacy and Numeracy.
- Continue to embed a rich language environment which enhances children's communication skills

### **Spiritual, moral and cultural development**

- To continue to embed a growth mind-set to learning.