

2018-19 School Improvement 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 promote sharper match between work set and the differing abilities*
 - *Continue to promote teachers' marking of pupils' work consistently provides feedback that helps them know how to improve and move up to the next level*
 - *Continue to promote giving pupils' time and the opportunity for responding to and absorbing feedback that is given about their work.*
- **Increase the proportion of the most able pupils, including most-able disadvantaged pupil, are routinely and sufficiently challenged in all subjects and year groups.**
- **Pupils read challenging texts regularly and often, receiving they 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 promote the Growth Mindset approach to learning
- Continue to promote whole school behaviour for learning strategies: silent signals etc.
- Continue to improve attendance and punctuality
- **Become a Sugar Smart school.**

Quality of Teaching, Learning and Assessment

- Continue to promote quality first teaching
- Continue to promote 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.
- Fully implement Foundation subjects assessment.

Effectiveness of Leadership and Management

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

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

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

2018-2019 Early Years Key Priorities

Outcome for pupils

- To continue to raise standards of teaching and 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 promote challenge across the curriculum.

Personal development, behaviour and welfare

- To continue to promote a growth mind-set to learning.
- Continue to promote 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.

Quality of teaching, learning and assessment

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

Effectiveness of Leadership and Management

- Continue to promote 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 and learning.