

School Self Evaluation tells us we need to:-

- Secure an overall grade of outstanding in all areas and achieve targets for good and outstanding teaching
- Meet challenging targets for end of each phase, year group and in phonics test, with emphasis on enabling the more able to excel
- Close the gap for PPG children, specifically for those who also have English as an Additional Language and Additional Educational Needs.
- Eradicate poor attendance and ensure that families are supported with achieving better rates of attendance, particularly for those who are vulnerable
- Improve parental involvement, engagement and understanding of how to support their child’s learning journey.
- Develop children’s ability to learn cooperatively and independently; providing them with skills to be resilient, self-motivated and to think outside the box
- Improve the specific teaching of:-
  - Maths – misconceptions/challenge/pace/differentaition
  - Thinking skills and learning to learn
- Improve teacher’s ownership of their own professional development and decision making linked to appraisal
- Further develop teacher’s precision of the use of AfL techniques, specifically responsive teaching, questioning and feedback that makes a difference
- Embed IT across the curriculum
- Secure Healthy Schools Silver by focusing on improving mental health, wellbeing and mindfulness.

Ofsted (April 2017) tells us:-

- Improve the quality of outdoor provision in the early years so that it provides children with sufficiently challenging opportunities to develop their physical skills.
- Improve the effectiveness of the school’s assessment system further so that it: enables teachers to plan learning activities more sharply to further increase the proportion of pupils, including those from disadvantaged backgrounds, meeting and exceeding the national standards.

School Improvement Partners (2017-18) tell us to

- Develop consistency in staff and children’s understanding of the nature of challenge, so that there is a consistent high level of expectation in this area
- Considering complementary skills at the planning stage to identify misconceptions and barriers
- The development of open questioning
- A focus on differentiation as a medium to develop independent work

Stakeholders tell us we need to:

- Prioritise the three core themes for the year ahead of consistency, challenge and expectations Continue to build links within the local and wider community, particularly with parents/ carers
- Ensure clarity in communications and support families with communicating appropriately with the school

Our wider Trust focus is to:

- Further develop staff understanding of the Trust’s core vision and ethos to enable the provision to provide children with wide ranging of opportunities to learn, enjoy and succeed.
- Continue to develop effective processes for assessment *of* and *for* learning across the Trust – ensuring that the systems for recording periodic assessment are fit for purpose and effective.
- Utilise Thinking schools, growth mind-set and philosophy as a tool to improve children’s resilience, determination, critical thinking and enquiry skills
- Embark on our journey to gain Thinking Schools
- Developing a collaborative approach across our schools to share good practice across our schools, building on the skills, expertise and expertise of all practitioners.
- Ensure high expectations for more able children to secure increased rates of progress and attainment
- Provide further opportunities for children to develop enquiry based approaches to their learning.

Criteria 1 Leadership and Management

- Further develop and grow middle, senior and emerging leaders
- Continue to refine and improve whole school assessment processes to make them manageable and meaningful
- Improving the clarity of communication with the wider community
- Ensure families are clear about effective methods of communication
- Provide opportunities to make school more accessible for local community and families

Criteria 2 Teaching and learning

- Secure 100% good with 50% outstanding (50%) teaching
- All learning prioritises quality, not quantity through sufficient and effective use of challenge.
- Improve children’s ability to learn and think outside the box through Philosophy, thinking schools, growth mind-set and broad/balanced curriculum
- Develop staff understanding of challenge and the impact of this on children’s learning and ability to think and so develop wider, more rounded skills and knowledge.
- Ensure consistently high expectations from all staff at all times
- Improve teacher’s self-reflection and commitment to self-professional development through appraisal linked CPD to drive improvement
- Refine the consistent and appropriate use of AfL techniques focusing on effective questioning and adaptive teaching
- Improve teaching of specific elements of RWM
- Improve AfL to prepare children for their future education.

Criteria 3 Behaviour and Safety of Pupils

- Improve attendance for all children particularly those with persistent absence
- Secure improvements in children’s PSHE/SEAL skills and develop “learning to Learn” skills through rich and varied opportunities
- Develop children’s thinking, reasoning and self-challenge, resilience and determination
- Secure Healthy Schools Silver through development of mindfulness, mental health awareness, thinking skills, growth mind-set and developing healthy mind, body and soul

Criteria 4 Achievement for Pupils

- Provide all pupils with sufficient challenge to support their accelerated rates of progress across the curriculum
- Develop more effective systems for using assessment to drive progress and attainment.
- Secure improved attainment throughout and at the end of each phase of learning to ensure end of year data is above national/local averages especially for more able.
- The gap closes for all groups of children, particularly for some boys and PPG, PPG/EAL, PPG/AEN
- The vast majority of children in EYFS make good progress in relation to their starting points in all areas of the curriculum.
- Improve rates of progress in all year groups particularly year 2 and 3 so it is good or better for all groups of children, particularly boys, PPG and the more able.

Criteria 5 Early Years

- Secure accelerated rates of progress and attainment for all children, particularly those who are vulnerable
- Ensure all staff are vigilantly using their knowledge and understanding of Safeguarding and Prevent duties.
- Use regular and accurate assessment, to ensure that the provision is suitably challenging
- Ensure that the quality of teaching is never less than consistently good; it is highly responsive to children’s needs, particularly the needs of children who are in receipt of PPG.
- Improve the quality of outdoor provision in the early years so that it provides children with challenging opportunities to develop in all areas