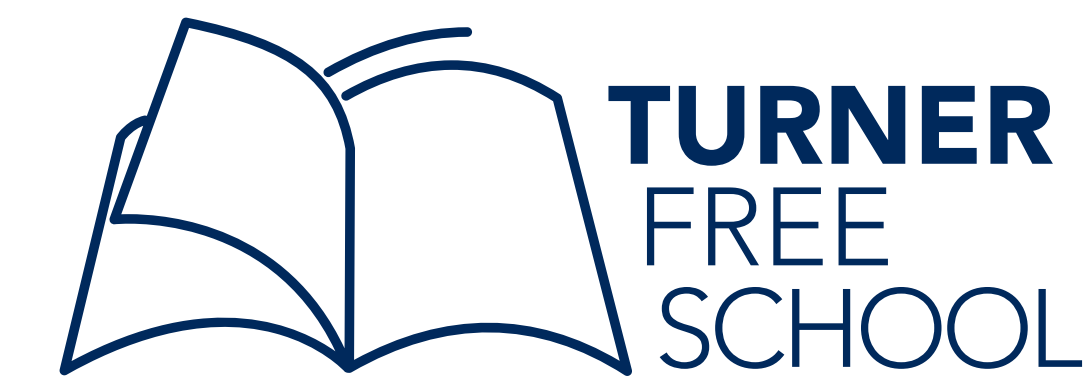


Turner Schools Priorities



To continue to enhance pupil culture, so that incidents of poor behaviour are reduced and so that the proportion of pupils who demonstrate positive attitudes towards school increases.	Improve whole school attendance so that it is consistently above National, including for disadvantaged and vulnerable groups.	Improve whole school attendance, decreasing the proportion of persistent absentees and the PP/SEND gap, and the extent to which low attenders (and attainers) are improving their attendance over time.	Improve whole school attendance so that it is consistently above National, including for disadvantaged and vulnerable groups.	To continue to enhance pupil culture, so that incidents of poor behaviour are reduced and so that the proportion of pupils who demonstrate positive attitudes towards school increases.	Improve attendance, especially for DA and SEND pupils.
To strengthen the quality of the tutor provision to complement our already established personal development programme, in order to ensure all pupils are active citizens equipped for life in modern Britain.	Increase the percentage of SEND pupils to exceed the national average for attainment for SEND in literacy and mathematics to access the next stage of their education	Increase the percentage of SEND pupils achieving the standards of literacy and mathematics needed to access the next stage of their education.	Increase the percentage of SEND pupils achieving the standards of literacy and mathematics needed to access the next stage of their education.	To strengthen the quality of the tutor provision to complement our already established personal development programme, in order to ensure all pupils are active citizens equipped for life in modern Britain.	Strengthen tutor, PSHE and outdoor provision across the trust
To implement a wide range of effective strategies which support positive stakeholder engagement, with a key focus on parental engagement.	Improve the quality of targeted intervention so that identified children catch up and keep up, so that 90% pupils access their Age Related Curriculum.	Improve the quality of targeted intervention so that identified children catch up and keep up, so that 90% pupils access their Age Related Curriculum.	Improve the quality of targeted intervention so that identified children catch up and keep up, so that 90% pupils access their Age Related Curriculum.	To implement a wide range of effective strategies which support positive stakeholder engagement, with a key focus on parental engagement.	Raise attainment of SEND pupils in literacy and mathematics so that the vast majority can access their age related curriculum.
To accelerate the progress of all pupils, including those who are DA, so that they can all access the next stage of their learning and so that ambitious FFT targets at KS4 and 5 are met.	Improve writing outcomes by accelerating progress of LPAs, SEND and PP so that Trust Targets are achieved by the end of each Key Stage.	Improve writing outcomes by accelerating progress of LPAs, SEND and PP so that Trust Targets are achieved by the end of each Key Stage.	Improve writing outcomes by accelerating progress of LPAs, SEND and PP so that Trust Targets are achieved by the end of each Key Stage.	To accelerate the progress of all pupils, including those who are DA, so that they can all access the next stage of their learning and so that ambitious FFT targets at KS4 and 5 are met.	Ensure that all pupils, especially DA pupils achieve trust targets at KS4 and KS5
To rapidly improve the attendance of all pupils, particularly those in vulnerable groups so that attendance is at least in line with national data. To reduce the PA figure by 50%.	Strengthen provision for pupils' mental health and wellbeing, securing exemplary engagement and behaviour for all groups of pupils, including SEND and PP.	Strengthen provision for pupils' mental health and wellbeing, securing exemplary engagement and behaviour for all groups of pupils, including SEND and PP.	Strengthen provision for pupils' mental health and wellbeing, securing exemplary engagement and behaviour for all groups of pupils, including SEND and PP.	To rapidly improve the attendance of all pupils, particularly those in vulnerable groups so that attendance is at least in line with national data. To reduce the PA figure by 50%.	Strengthen provision for pupils' mental health and wellbeing, securing exemplary engagement and behaviour for all groups of pupils, including SEND and PP.
To ensure at least 80% of teachers across the school apply the ETPs at an Advanced or Expert level (excl. ITT/ECT), at least 80% of ITT successfully complete their training and at least 80% ECT+1 at Advanced level by the end of their training programme.	Leaders, at all levels, make a significant impact on the school so that good provision is maintained and some aspects of school are judged as outstanding.	Leaders are able to evidence their impact on assigned areas of responsibility in relation to pupil outcomes through strong, shared values, policies and practice.	To enhance the quality of teaching within the creative arts curriculum with rich experiences that are planned coherently both in the curriculum and through extra-curricular activities so that opportunities for pupils to develop their talents and interests are of exceptional quality.	To ensure at least 80% of teachers across the school apply the ETPs at an Advanced or Expert level (excl. ITT/ECT), at least 80% of ITT successfully complete their training and at least 80% ECT+1 at Advanced level by the end of their training programme.	To ensure at least 80% of teachers across the school apply the ETPs at an Advanced or Expert level (excl. ITT/ECT), at least 80% of ITT successfully complete their training and at least 80% ECT+1 at Advanced level by the end of their training programme.
To identify HPA pupils so that they are able to rapidly close the existing progress gap, enabling them to achieve ambitious targets set.	To ensure at least 80% of teachers across the school meet the ETPs at an Advanced or Expert level (excl. ITT/ECT), at least 80% of ITT successfully complete their training and at least 80% ECT+1 at Advanced level by the end of their training programme.	To ensure at least 80% of teachers across the school apply the ETPs at an Advanced or Expert level (excl. ITT/ECT), at least 80% of ITT successfully complete their training and at least 80% ECT+1 at Advanced level by the end of their training programme.	The curriculum intent and implementation are embedded securely and consistently across the school, especially during the transition between EYFS and KS1, so that pupils' work across the curriculum is consistently of an excellent standard.	To identify HPA pupils so that they are able to rapidly close the existing progress gap, enabling them to achieve ambitious targets set.	To identify HPA pupils so that they are able to rapidly close the existing progress gap, enabling them to achieve ambitious targets set.
To implement the Trust Mental Health strategy so that pupils understand and are able to use a range of strategies to support their emotional resilience.	Increase the recruitment of pupils into Year R to 52, reversing the decline in trend in new entrants of the past four years.	To develop outdoor learning provision so that the curriculum offer and delivery of Forest Schools teaching contributes well to pupils' personal development and building of cultural capital.	To embed outdoor learning provision so that the curriculum offer and delivery of Forest Schools teaching contributes significantly to pupils' personal development and building of cultural capital.	To implement the Trust Mental Health strategy so that pupils understand and are able to use a range of strategies to support their emotional resilience.	To implement a wide range of effective strategies which support positive stakeholder engagement, with a key focus on parental engagement.