*‘Our Journey to Outstanding’*

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| “Love your neighbour as yourself” (Luke 10 vs 27) |

Leaders and staff work as a dedicated and united team. They are proud to work at the school. Staff know that leaders, including governors, keep a close check on their workload and well-being. Staff value the support they receive to strengthen their expertise. Parents are equally positive about the school. They appreciate how the staff build children’s confidence and nurture their interests and talents (Ofsted 2022)

Pupils feel safe and well cared for in this community-minded, inclusive school. The values of ‘courage, respect, kindness and equality’ run through everything the school does. Pupils show high levels of respect toward each other and to staff. They say that adults notice if something is wrong and take the time to find out why. (Ofsted 2022)

Core Priorities 2024-25

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| To strengthen existing systems in the foundation subjects, so we have a deeper understanding of impact the curriculum is having on pupils’ learning over time. | We need to ensure that staff know the most essential knowledge that pupils need to learn across the curriculum. | Autumn   * Medium term plans for all subjects revised so that there is effective sequencing of learning across all non-core areas. * Prospectus developed and reviewed across the school. * Short term planning demonstrates consideration of skills gaps in all subject areas so that these are planned for and implemented to build on prior knowledge. * Monitoring evidences the development of pedagogy and effective teaching & learning across all year groups. * Highly effective teaching & learning in art, science & PSHE resulting in good progress (Inc. pupil knowledge, skills & outcomes). |
| Spring   * Pupils’ learning demonstrates that they know more and they are remembering more leading to improved outcomes across seven non-core subject areas. * Learning Walks monitor the development of pedagogy and effective teaching & learning across all year groups with the quality of teaching being highly effective. * Highly effective teaching & learning in history, geography, RE & PE resulting in good progress (inc. pupil knowledge, skills & outcomes). |
| Summer   * Quality of work, in all non-core subjects, demonstrates that the pupils are learning the right things in the right order, prior knowledge is built upon and good progress is made. |

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| Further develop leadership (inc. governors), at all levels, in order to ensure a sustained and strategic approach to school improvement. | The outcome across the school have improved over the last 3 years This resulted in a Good OFSTED Inspection in July 2022. However, it is important for there to be a continued focus on the development of leaders, and leadership processes, so that school improvement is sustained and the journey to outstanding begins. | Autumn   * 360 reviews identify areas for development & training plan established which enables leaders to have a positive impact on school improvement priorities. * All leaders display collective responsibility & ambitious vision for delivering priorities. * Clear roles, responsibilities & accountabilities established through an effective leadership structure within the school. |
| Spring   * Leaders demonstrate relentless focus on improvement and increased confidence in leading their areas of responsibility. * School Improvement visits, identifies the growth and competence of leadership as a strength for the school. * Good progress is noted in all areas of school improvement (as outlined in SIP). * Leaders demonstrate highly effective practice in all operational areas inc. safeguarding. |
| Summer   * Leaders demonstrate high levels of competence within their appraisal process resulting in a strong impact on SIP priorities & associated outcomes. * 360 reviews demonstrate good development of skills and confidence for all leaders with a clear understanding of next steps. * Career development plans established in order to support staff development and succession planning. |

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| Improve outcomes in all areas with a particular focus on Grammar, Punctuation and Spelling whatever the starting points, so that pupils are ready for the next stage in their education. | For more information please see the Grammar, Punctuation and Spelling Plan.  For more information please see the English Action Plan. | Autumn   * Baseline assessments conducted and children’s   ‘starting’ points established ASAP upon return.   * Targets established & published, taking into account prior attainment, and any aspirational national benchmarks so that progress can be monitored. * Gaps identified and planning adjusted in order to meet the needs of pupils. * Catch up programme planned & implemented to support progress. * Evidence of progress so that most pupils reach current year ARE expectations at least by December. |
| Spring   * Quality of work demonstrates effective targeting of support as well as progression in skills and knowledge and outcomes. * Data indicates rapid progress (measure to be agreed in Aut) towards FFT20 targeted outcomes. |
| Summer   * Outcomes in all year groups, for all areas, is in line with targets (set against prior attainment/NAT). * Moderation of outcomes demonstrates accuracy of assessment. * Quality of work supports reported outcomes.   90% Passed Phonics Screening Test |

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| To ensure that Pupils have high attendance and come to school on time. There is a demonstrable improvement in the attendance of all groups of learnings inc. those with SEND and those eligible for pupil premium. | Rigorously monitor the attendance across the school, inc. of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully.  Strengthen the systems and support mechanisms in place to support learning for pupils unable to attend school, | Autumn   * Attendance assessments conducted and children’s   ‘starting’ points established ASAP upon return.   * Targets established & published, taking into account prior attendance , and any aspirational national benchmarks so that progress can be monitored. * Gaps identified and planning adjusted in order to meet the needs of pupils. * Catch up programme planned & implemented to support progress. * Evidence of progress so that most pupils reach current year attendance expectations at least by December. |
| Spring   * Pupil’s attendance demonstrates effective targeting of support * Data indicates rapid progress (measure to be agreed in Aut) national attendance outcomes. |
| Summer   * Attendance in all year groups, for all areas, is in line with National targets |

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| **Quality of Education** | | | | | | |
| **Success Criteria & Evaluation**  **Benchmarks** | * Pupils achieve well at the school; Outcomes demonstrate improvement in all areas across the school from the baseline and from end of previous key stage so that, in particular, there is evidence of closing the gap for disadvantage pupils. * As a result of a coherently planned and carefully sequenced curriculum, which utilises AfL and other assessment information, work given to pupils is demanding and they demonstrate the resilience to live up to the expectations given to them. * The curriculum is carefully designed to enrich pupils’ learning experiences and to help them remember what they have been taught. Consequently, there is good evidence of progression across an all non-core curriculum areas and examples of exemplary practice developing in subjects across the wider curriculum. * Teachers strong subject knowledge, awareness of curriculum vision/intent and skilled pedagogical understanding results in a consistently effective (with examples of highly effective) quality of teaching and learning in all classes across the school. | | | | | |
| **Actions** | | **Lead Person** | **Resources/ Finance** | **Timescale** | **Monitoring** | **Evaluation** |
| Support staff (via coaching and training to ensure the implementation of the curriculum is closely aligned to the intent and there is strong evidence of skills and knowledge progression across all subjects. | | HT &  Curriculum Leaders | Release time  CPD time | Autumn 1 & ongoing | T&L audit outcomes  Book trawls  Planning trawls  SIA visits  Governor visits |  |
| Ensure retrieval practice in teaching across all year groups so that children remember more and that learning builds on prior knowledge. | | HT &  Curriculum Leaders | CPD time  Leadership time | Autumn 1 & ongoing | T&L audit outcomes  Book trawls  SIA visits  CPD records |  |
| Effectively monitor the implementation of layered elements (inc. focus weeks) across the curriculum to ensure evidence of high-quality provision which is embedded into the curriculum expectations (rather than a bolt on activity). | | HT &  Curriculum Leaders | Release time  CPD time  Focus week budget | Autumn & ongoing | T&L audit outcomes  Book trawls  Planning trawls  SIA visits  Governor visits |  |
| Focus on the use of assessment data so that there is rigorous and forensic data tracking from a baseline measure as well as previous attainment outcomes. | | HT &  Curriculum Leaders | Release time for pupil  progress  meetings  SLT & CPD time | Autumn 1 & ongoing | Data tracking data  Pupil progress reviews  SLT meetings  T&L audit outcomes  Governor visits & meetings  SIA visits |  |
| Ensure the use of assessment knowledge is utilised effectively by staff so that they plan next steps carefully to ensure rapid progress and close any gaps which exist. | | HT &  Curriculum Leaders | Stock budget  Leadership time | Autumn 1 & ongoing | Planning trawls  Book trawls  T&L audit outcomes |  |
| Review weekly/short term planning frequently in order to support staff in adapting curriculum expectations and prioritising areas so that pupils’ learning ‘recovers’ as quickly as possible in order to meet the standards of their current year group. | | HT &  Curriculum Leaders | Leadership time  CPD & coaching time | Autumn 1 & ongoing | Planning trawls  Book trawls  T&L audit outcomes |  |
| Monitor, adapt & develop the quality/range of interventions across the school in order to ensure that they target the most important elements and that they demonstrate the greatest impact. | | HT, SENDCO &  Curriculum Leaders | SEND/PP budget  CPD time  Staffing costs | Autumn 1 & ongoing | SEND local offer/PP plan  Intervention & pupil tracking data  Book trawls |  |
| Develop the skills, subject knowledge and expertise of support staff, as well as teachers’ deployment skills, to maximise the impact of their work on pupil outcomes. | | HT &  Curriculum Leaders | CPD time  CPD budget  Coaching time | Autumn 1 & ongoing | T&L audit outcomes  Book trawls  Planning trawls  Appraisal records |  |

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| Review & refine provision for children with SEND or those eligible for PP funding, adapting to changes & budget constraints, so that there is evidence of exemplary practice and a focus on ensuring equity within outcomes. | HT, SENDCO &  Curriculum Leaders | SEND/PP budget  CPD time  Staffing costs | Autumn 1 & ongoing | SEND local offer/PP plan  Intervention & pupil tracking data  Book trawls |  |
| Review & adapt curriculum expectations, in line with national expectations following a baseline assessment, so that pre-requisite knowledge and skills are developed in core areas. | HT &  Curriculum Leaders | Leadership time  CPD time | Autumn 1 & ongoing | Curriculum plans  Planning trawls  Book trawl  T&L audit outcomes |  |
| Consider, develop and monitor an appropriate ‘catch up’ programme so that pupils are well supported in making rapid progress towards current year group ARE standards. | HT &  Curriculum Leaders | Catch up funding  Staff costs  Release time | Autumn 1 & ongoing | Data tracking data  Pupil progress reviews  SLT meetings  T&L audit outcomes  Governor visits & meetings  SIA visits |  |

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| **Behaviour & Attitudes** | | | | | | |
| **Success Criteria & Evaluation**  **Benchmarks** | * Pupils’ consistently have highly positive attitudes and commitment to their education. They are highly motivated, persistent in the face of difficulties and take a pride in their achievements. * All stakeholders create a positive environment where pupils behave with consistently high levels of respect for others, commonalities are identified and celebrated, difference is valued and nurtured and there is an optimistic perception about the anti-bullying work at the school. * Pupils have high attendance and come to school on time. There is a demonstrable improvement in the attendance of all groups of learnings inc. those with SEND and those eligible for pupil premium. | | | | | |
| **Actions** | | **Lead Person** | **Resources/ Finance** | **Timescale** | **Monitoring** | **Evaluation**  Whole School Community July 2025 |
| Rigorously monitor the attendance across the school, inc. of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully. | | HT and SENDCO | Staff costs Meeting time | Autumn 1 & ongoing | Attendance data tracking Meeting notes (inc.  MyConcern)  Action plans |  |
| Strengthen the systems and support mechanisms in place to support learning for pupils unable to attend school, | | HT &  Curriculum Leaders | Leadership time  Cost of resources | Autumn 1 & ongoing | Pupil progress data Meeting notes  Action plans & case studies  Curriculum materials |  |
| Strengthen pupil leadership across the school by promoting this in a range of areas and ensuring high profile visibility of these roles across the school. | | SC | Release time  Resources budget | Autumn 2 & ongoing | Meeting notes  Curriculum materials Pupil conferencing |  |
| Ensure the core values are taught in all aspects of school life so that they are commonly understood, taught and promoted by every stakeholder. | | HT | CPD time  Leadership time | Autumn 1 & ongoing | Site/Learning walks  Pupil conferencing CPD records |  |

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| **Personal Development** | | | | | | |
| **Success Criteria & Evaluation Benchmarks** | * The school goes beyond what is expected to ensure pupils have access to a wide, rich set of experiences which set of experiences which develop their range of talents and interests. * There is a strong take up of opportunities provided by the school and these consistently benefit those eligible for pupil premium. * The curriculum is coherently and carefully planned to provide rich experiences which strengthen the school’s provision for its pupil. * The schools’ development of pupils’ character is carefully planned, considered and embedded in the curriculum. * The school promotes equality of opportunity and diversity effectively. | | | | | |
| **Actions** | | **Lead Person** | **Resources/ Finance** | **Timescale** | **Monitoring** | **Evaluation**  Whole School Community July 2025 |
| Promote growth mindset, and associated strategies/approaches, across the school to strengthen pupils’ resilience & determination. | | HT and SC | CPD time  Leadership time  Curriculum time | Autumn 1 & ongoing | T&L audit outcomes  Assembly plans  Assembly reflection log  Pupil & staff conferencing |  |
| When allowed, promote a wide range of extra-curricular opportunities, both within and beyond school, which nurture different skills and talents (inc. signposting to outside clubs and activities) of pupils. | | HT and JH | Leadership time  Club costs | Autumn 2 & ongoing | Promotional records, letters, website,  Communication & displays  Pupil conferencing |  |
| Monitor the take up of different clubs and activities, as well as considering strategies to maximise the involvement of PP pupils, to ensure high participation rates and involvement of pupils across the school. | | HT and JH | PP allocation to support extracurricular provision | Autumn 2 & ongoing | Club registers  PP evaluations  PP governor visits  Pupil conferencing  Promotional materials |  |
| Consider and develop strategies or activities which increase pupils’ sense of aspiration and promote development of skills for life. | | HT | Leadership time | Autumn 2 & ongoing | Curriculum plans  Pupil & staff conferencing  Communication records |  |
| Refine the role of pastoral provision in the school so that exemplary practice is shared and developed and that support is targeted and timely. | | HT and ELSA | Staff costs  CPD time & budget | Autumn 2 & ongoing | Pastoral records  (MyConcern)  CPD meeting notes  Communication records Case studies |  |
| Ensure the RHE curriculum is being taught across the school and provide ongoing training for staff delivery as well as support for parental understanding. | | HT and SC | CPD time  Curriculum time  Leadership time | Autumn 1 & ongoing | CPD & meeting records  Curriculum plans  Parent/carer feedback  Pupil & staff conferencing T&L audit outcomes |  |
| Fully utilise opportunities within the curriculum, e.g. assemblies, focus weeks etc, to develop pupils’ understanding of the world that they live in (inc. an appreciation of equality and diversity). | | HT | Curriculum budget  CPD time  Leadership time | Autumn 1 & ongoing | Curriculum plans  Pupil & staff conferencing  Parent/carer feedback  Assembly plans & reflection log |  |
| Further promote opportunities to involve parents/carers in activities which support pupils’ personal development, e.g. assemblies, workshops etc. | | HT &  Curriculum Leaders | Release time  Staff costs  Resources budget | Autumn 2 & ongoing | Parent/carer feedback  Annual survey responses Meeting records |  |
| Plan and develop aspects of the curriculum which will support the growth of pupils’ personal development in a sustainable way (i.e. not a one off session), e.g.  development of farm, allotments, ecoschools, outdoor learning etc. | | HT &  Curriculum Leaders | Curriculum budget  Leadership time  CPD time | Autumn 2 & ongoing | Curriculum materials  Pupil & staff conferencing  Annual survey responses  Website & other communication methods |  |
| To develop opportunities which allow pupils to nurture and showcase talents, e.g. performance skills (via assemblies & shows), sporting skills (via competitions and tournaments). | | HT | Leadership time  Curriculum time | Autumn 2 & ongoing | Curriculum materials  Pupil & staff conferencing  Annual survey responses  Website & other communication methods |  |
| Embed the healthy schools work at the school, alongside sport premium priorities, to improve the activity levels and understanding of physical health with pupils. | | HT | Sport Premium budget  CPD time  Curriculum time  Leadership time | Autumn 1 & ongoing | Sport Premium reporting  Healthy Schools materials  Curriculum plans  Pupil conferencing  Annual survey responses |  |

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| **Leadership & Management** | | | | | | |
| **Success Criteria & Evaluation**  **Benchmarks** | * Leaders are united by a common purpose of improvement and share a clear and ambitious vision for the school which is realised through strong shared values, policies and practice (inc. effective school improvement processes). * Leaders focus relentlessly on improving the quality of education and demonstrate effective skills and experience in order to ensure a consistently strong quality of curriculum provision, teaching & learning delivery & assessment related outcomes. * Leaders work effectively to engage staff and the wider community. They take account of staff workload and ensure engagement opportunities are focussed and purposeful. * Governors are robust and rigorous in ensuring a strategic and sustained approach to school improvement by holding leaders to account for the quality of education. * There is a strong safeguarding culture in the school and the school is proactive in fulfilling its statutory duties, e.g. Equality Act 2010. | | | | | |
| **Actions** | | **Lead Person** | **Resources/ Finance** | **Timescale** | **Monitoring** | **Evaluation**  Whole School Community July 2025 |
| Ensure the collective responsibility of the SIP for 24/25 by strengthening the role of stakeholders in driving this plan. | | HT | MLT, Governors’ meeting time | Autumn 1 & ongoing | Governor meetings/visits  SIA visits |  |
| Maintain a training plan, building on 360 reviews, to ensure effective coaching & development of leaders, at all levels (esp. those newly appointed), in order to develop their strategic leadership so that they have positive impact on SIP priorities. | | HT | CPD budget  Leadership time  Release time | Autumn 1 & ongoing | Governor meetings/visits  SIA visits  SLT/SLG meetings  Appraisal records CPD records |  |
| Extend the appraisal model developed in 2023/24 so that there is a rigorous approach to the development of all staff (linked to job descriptions and professional standards) and that a wider range of appraisers are responsible for overseeing the performance of others. | | HT | CPD time  Leadership time | Autumn 1 & ongoing | CPD records & training materials  Appraisal records & moderation report  Observations & other feedback |  |
| Support the professional development of leaders by establishing career development plans and agreeing a programme of support and development. | | HT | Leadership time  CPD budget | Autumn 2 & ongoing | Appraisal records  CPD records  Professional development plans |  |
| Embed the role of the workload & wellbeing by strengthening the links with all stakeholders an | | HT | Wellbeing budget  Release time | Autumn 1 & ongoing | Staff feedback & surveys |  |

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| Provide effective coaching, mentoring & ongoing support to staff, new and existing, throughout the year in order to develop and strengthen their practice (both within and beyond the classroom). | HT | Release time CPD time  CPD budget | Autumn 1 & ongoing | T&L audit outcomes  Staff feedback  Coaching notes |  |
| Induct new governors, as well as strengthen & build expertise of existing governors, so that they confidently fulfil their strategic duties and hold leaders to account well for the progress made towards agreed school improvement priorities. | HT | Governors’ meeting time  CPD budget | Autumn 1 & ongoing | Feedback from governors  Recruitment & induction notes  Governors’ meeting notes & visit reports |  |
| Build on previous progress made, in communication with wider stakeholders, so that parents/carers feel a part of P&A and positive perceptions at the school continue to grow. | HT COGs | Communication  Staff costs  Meeting time | Autumn 1 & ongoing | Annual survey responses  Newsletters & other communication records  INSPIRE & events evidence |  |
| Carefully manage the budgetary position at the school, inc. the restructuring and redeployment of staff, so that any deficit is minimised and that the quality of provision does not decline. | SS, SP, LR | Staff costs Meeting time | Autumn & ongoing | Financial monitoring documents  Restructuring paperwork  T&L audit outcomes  Pupil data tracking |  |
| Consider opportunities to extend the ‘outreach’ of skills from leaders within the school so that P & A develops a reputation and capacity for supporting the development of others or leading the way with exemplary practice. | SS | Leadership time  Release time  CPD budget | Spring & ongoing | Appraisal records  Leadership development records  Feedback from SIA  WDSC minutes |  |