



Together We Can

Teaching, Learning and Assessment

1. To ensure that teaching and its impact on learning is **solidly good** by:
 - Ensuring the more able pupils are challenged appropriately and expectations of all staff are high, ensuring well planned opportunities for pupils to work at greater depth in Maths.
 - Planning for clear differentiation across the whole curriculum.
 - Embedding questioning techniques and opportunities for pupils, to deepen learning.
 - Consolidating the impact of marking and feedback on pupil's progress and ensuring it is consistent across school.
 - Embedding pupil mentoring and target setting so it tells pupils **exactly what they need to do next in order to make** progress.
 - To embed writing for a range of purposes and audiences and consolidate teaching in ways that excites and engages all pupils.
2. Pupils to have opportunities for more creativity and open ended tasks **across** the curriculum that inspires them.
3. To improve the quality of the wider curriculum through focussed planned opportunities
4. To improve outcomes in the teaching of phonics in KS1.
5. To further develop the teaching of guided reading to ensure pupils are questioned and thinking is at a deep level.
6. Raise the profile of reading to ensure the school has a positive reading culture enabling pupils to be enthused

Leadership and Management

- 1) To **rapidly** improve the achievement of all pupils in writing across the school and Maths in KS2.
- 2) To **rapidly** improve the achievement of pupils in Maths in KS2.
- 3) To consolidate developments in teaching so that it is solidly good across the **whole of the school**, continuing the focus on deeper questioning and challenge.
- 4) To provide effective team teaching opportunities and work within alliance to allow staff to peer mentor/work closely with other leaders/teachers.

Governance

- 5) To ensure school improvement is closely monitored by governors.
- 6) Continue to gather a firm evidence base to support SEF judgements to include the views of stakeholders including pupil voice and parent surveys.
- 7) Focus on the following questions: What have we done? What has the impact been?

Personal development, behaviour and welfare

1. To ensure the behaviour of learning for pupils is outstanding, developing pupil self-reflection skills.
2. Involve pupils more in decision making processes.
3. Leaders at all levels (including governors) to gather evidence of pupil voice at regular intervals on a wide range of subjects.
4. Strive for excellence in terms of conduct and engagement through increased expectations of all staff.
5. To embed growth mind-set work and academic resilience within pupils.
6. Embed developments in teaching an effective e-safely curriculum.

Pupil Outcomes

1. To rapidly improve pupil achievement in Writing across the school and Maths in KS2.
2. To continue to ensure good and better progress in Reading.
3. To ensure progress and attainment over time for all year groups and groups of learners has consistency.
4. To ensure pupil outcomes for all pupils is **at least good**.
5. To rapidly improve outcomes for pupils with Special Educational Needs in Maths.

Early Years Provision

1. To ensure the EYFS provision is solidly good.
2. To develop writing provision both indoors and outdoors and ensure challenge and differentiation within these.
3. To raise standards so they are in line and reflect the high standards of 2016-17. Ensuring it is a trend.
4. Outdoor learning opportunities for pupils across EYFS and Key Stage 1 to be considered as high quality and outstanding. This area will support the delivery of the curriculum.

Each key action on the SDP will have a subsequent action plan.