



| Key Area | Key Priorities | Actions and Success Criteria |
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| OUTCOMES <i>The Quality of Education Leadership and Management</i> | a) All staff have consistently high expectations of what pupils can achieve to raise standards. b) All staff receive appropriate support and training to enable them to support pupils effectively. c) Standards in GLD, phonics and reading, writing and maths across the school improve to be at least in line with the new national figures. d) Assessment is accurate across the school and ensures that pupils embed knowledge and make good progress. e) Learning behaviours across the school are positive and engage children in their learning. f) There is good quality work being produced in all areas of the curriculum and across the whole school and this shows good progress. g) All leaders, including governors, have clear roles and responsibilities and carry these out effectively. h) The school's self-evaluation is rigorous and accurate and agreed by all. These inform the school strategic planning. i) The school is prepared for Ofsted. j) Monitoring processes are robust, and effective. k) There are clear plans in place, which are regularly reviewed, to ensure that Catch Up and Pupil Premium are used to support pupils effectively. | <ul style="list-style-type: none"> - There is evidence from pupil's work that expectations across the school are high and this is validated by both moderation and pupil outcomes. - Standards are monitored throughout the year and are in line with national figures July 2023. - Accurate assessment ensures that gaps are identified and provision is put in place to address them. Assessment processes are reviewed, including the use of NFER and other assessments, along with how Target Tracker is used. Staff understand how to use data to help pupils make progress. - There is clear evidence from monitoring, both by school leaders and Advisers, that learning behaviours are positive. - There is evidence of work from all curriculum areas which is in line with the school's Curriculum Progression document. - Roles and responsibilities for all school leaders are clearly defined, understood and reviewed. - Self -Evaluation is in place and stakeholders are clear about the strengths of the school and areas for further development. - Ofsted is completed successfully with the school maintaining 'Good'. - There is a clear monitoring calendar in place which is reviewed each term. - A Catch Up programme is planned and implemented. - There is a clear plan in place, which is published, for spending the Pupil Premium funding. |
| CURRICULUM <i>The Quality of Education Leadership and Management</i> | a) To review and develop writing across the school. b) To ensure Subject Leaders are equipped to support and lead across the school as new ones are in place from Sept 2022. (This is as a result of staff changes.) c) To ensure that a broad and balanced curriculum remains in place to support all learners with clear progression of knowledge and skills. d) To maintain developments and progress in Maths. e) To review and develop assessment processes in all subjects to ensure that judgements are accurate and will identify next steps in learning. | <ul style="list-style-type: none"> - There is a clear plan in place to introduce Talk 4 Writing with training provided for all staff. This leads to improvements in outcomes and writing across the curriculum. - The school's Curriculum Progression document is reviewed to ensure that it meets the needs of all pupils. - Subject Leaders will be supported in their role and will have opportunities to monitor work across the school. - The school environment will support high quality teaching and learning for all pupils. - Assessment is accurate and informs planning. - Developments and progress made in Maths last year is continued. |
| INCLUSION <i>Behaviour and Attitudes Personal Development</i> | a) To continue to embed therapeutic behaviour strategies (Cambridgeshire STEPs). b) To ensure that with increasing numbers provision for children with SEND is further developed. c) To further develop outdoor provision. d) To develop strategies to support Mental Health. | <ul style="list-style-type: none"> - The revised Behaviour Policy is in place and there is clear evidence that it is having a positive impact across the school. - Staff receive regular training and updates on implementing STEPS. - Inclusion provision across the school supports both pupils and staff. There is increased knowledge and confidence amongst all staff in supporting children effectively. - The school environment will support high quality teaching and learning for all pupils. - The role of Mental Health Lead is established and a plan is developed to implement strategies in school. |