## Effectiveness of Leadership & Management
- To ensure the school is able to accurately self evaluate where it is at.
- To fully upskill the SLT and Governors to look at the school evaluatively in order to judge accurately the next steps the school needs to take to improve.
- For the Governing body to understand ARE national data to monitor and challenge school progress and attainment.
- To further develop the capacity of the SLT to ensure that leadership is fully distributed at all levels to ensure high levels of accountability.

## Quality of Teaching, Learning and Assessment
- Increase the quality of teaching learning and assessment throughout the school.
- To continue to improve standards in reading, writing and maths, raising % of children achieving ARE in all year groups and maintain (and exceed) expected levels of attainment and progress to national levels in Year 2 and 6 (Focusing on low achievers, Pupil Premium children and more able pupils).
- To commission an external review of the school to benchmark the quality of teaching and learning in comparison with the views of the new leadership team.
- To review and update English and Maths essentials to ensure that there is a clarity of expectations for all staff.
- To refine the coaching programme across school ensuring phase leaders play a key role in driving standards in teaching and learning.

## Personal Development, Behaviour and Welfare
- To improve behaviour across the school outside of lesson time and within lessons.
- Improve attendance to 96%, Reduce PA to 5% and lateness to 40 per week.
- To further refine behaviour of pupils at key transition times within school through the implementation of a new behaviour system.
- To build on pupil learning behaviour to ensure consistency across the school.
- To ensure EAL children are provided with a smooth transition into school.
- To implement guidance and programme on LGBT (LW)

## Outcomes for Children and Learners
- Raise the attainment and achievement for all learners.
- To raise the achievement of PP and lower achieving groups (i.e Girls (Low) and SEN support) closing the gap between these groups and the national average
- To ensure appropriate intervention is embedded to intervene with targeted children including pupil premium children.
- To focus on the attainment at KS1 of vulnerable groups: disadvantaged, girls in achieving the national figure for expected+.
- To ensure that more children at KS1 make better than expected progress from their starting points at EYFS in Reading and Maths.