### Effectiveness of Leadership & Management - Key area 1: sustaining and increasing growth and development of leaders at all levels

- **Sustaining growth and development of existing and future leaders leading to increase devolved leadership, making all leaders accountable for progress in teaching, learning and assessment in their phases and across the school.**

- **Embed and extend coaching/mentoring of all staff to eliminate any teaching less than good across the school.**

- **Improve quality of CPD offered to all teaching staff through individualised CPD (Curee routemaps).**

- **Further target use of PP funding for disadvantaged pupils to diminish the difference between these vulnerable pupils and their non PP peers.**

### Quality of Teaching, Learning and Assessment - Key area 2: further raising standards in TLA across the whole school

- **Improve the quality of teaching and learning in all phases, leading to an increase in the numbers of pupils reaching ARE and above by the end of the academic year.**

- **To improve the use of targeted interventions to accelerate the progress and attainment of pupils in identified vulnerable groups (e.g. PP low achievers, PP higher achievers and SEND pupils), especially in reading and phonics (KS1).**

- **To review the quality of teaching and learning in mathematics across the school in order to increase the progress and attainment of all pupils.**

- **Evaluate and improve the quality of teaching and learning in Reception phase, leading to a closing of the gap between school data and national.**

- **Further embed co-operative learning strategies to all classes to increase pupil oracy and engagement and ability to work collaboratively to increase pupil outcomes in all areas.**

### Personal Development, Behaviour and Welfare - Key area 3: ensure consistently high levels of behaviour across all areas of the school

- **Continue to refine strategies for hard to reach children, reducing the number and frequency of behaviour incidents for this group of pupils.**

- **Review and amend behaviour scheme across all phases of the school, inducting new teachers into school wide scheme, reducing numbers of fixed term and permanent exclusions.**

- **Use of Cornerstones curriculum to increase access of all pupils (especially vulnerable groups eg PP) to wider variety of developmental opportunities.**

- **Improve attendance to national average or better - reduce persistent attendance to below national average.**

- **To implement “No outsiders” policy and scheme across the school.**

### Outcomes for Children and Learners - Key area 4: “Raise the attainment and achievement for all learners.”

- **Improve quality of TLA in Reception closing the gap between school and national data.**

- **Develop effective questioning techniques to allow greater assessment of pupil progress and deepening of learning, raising attainment in all areas.**

- **Review teaching of mathematics across the school, raising attainment in this area for all groups of pupils.**

- **To ensure appropriate intervention is embedded to intervene with targeted children including pupil premium, SEND and other identified vulnerable groups of pupils.**

- **Embed the Cornerstones curriculum to increase the amount of extended reading and writing opportunities across the curriculum.**