

Quality of Education

- Reading policy must continue to be followed with reading as a priority in all year groups – children need to develop a love of reading. We must be a ‘reading school’.
- All children (including SEND, more able and disadvantaged) must make good progress from their starting points.
- Assessment at the end of Key Stage 1 and 2 must be at least in line with national expectations.
- Children returning after 6 months off school must be supported to get back on track with learning

Behaviour and Attitudes

- Attendance must improve to be at least 95.5% for every class and year group.
- Children need to be secure in their understanding and tolerance of people who have different beliefs or lead different lifestyles to them
- The Rights Respecting Schools Award will be used to promote children’s rights and equality for all - aiming for Level 1 this year



Priorities

Leadership and Management

- Distributed leadership must continue – all staff are responsible for their own role in school improvement through curriculum and pastoral teams.
- Strong relationships with parents and carers must be further developed by each team.
- All governors and leaders must be involved in providing support and professional challenge to others in the school.

Quality of Early Years

- Accelerated progress must ensure that the most able children are not constrained by the Early Years curriculum.
- All areas of Early Years must be rich in language with opportunities to read and write throughout the setting.

Personal Development

- Children’s mental health must continue to be a priority – mindfulness and support from P2B will ensure this.
- All children must demonstrate that they are responsible for our school, the environment and others – they must have the opportunity to be responsible citizens.
- Older children must be given the opportunity to take on Junior Leadership Roles across school.
- Children must learn to have aspirations – to focus on future goals and understand future opportunities.