

Outcomes			Quality of Teaching, Learning and Assessment		
FOCUS	ACTION	SUCCESS CRITERIA	FOCUS	ACTION	SUCCESS CRITERIA
Prioritise intervention groups across the school, to ensure children working at Greater Depth are in line with National at the end of KS1/KS2 and in all year groups.	Prioritise intervention groups across the school, to identify those children targeted for 'Greater depth'. Class teachers review/update and measure impact termly.	YM/TH/AH and subject Leaders to review at 6-week intervals (1/2 termly). Outcomes in each year group show children working at greater depth in line with National KS1 and KS2.	Embed moderation meetings to ensure accuracy of teacher assessment in line with new curriculum	TH timetable termly moderation meetings. Consideration of new curriculum and end of year statements.	Ensure levelling of children's work is agreed and consistent in both key stages. Develop a common understanding and secure usage by all teachers of our new assessment without levels procedures
Close the gap between Maths and English in all year groups and by the end of KS1 and KS2.	JT/SLT write action plan to develop Numeracy throughout the school.	End of year data shows closing of gap with Numeracy and Literacy. Review 6 weekly.	Monitor implementation of Marking and Feedback Policy.	Ensure consistency in approaches to marking in both key stages. KS leaders given leadership time to secure outcomes	Middle Leaders monitoring report and SLT book scrutiny to evidence consistency in approaches to Marking and Feedback across the school
Strengthen focus on the progress of disadvantaged pupils, the most able and the most able disadvantaged	YM/TH/AH monitor groups, recording all progress measures and report to FGB termly.	Prioritise intervention groups to identify those disadvantaged children targeted for support. YM able to evidence good levels of progress amongst FSM group	Climate of challenge across all abilities	Subject and senior leaders to review planning and through monitoring report observations	Lesson observations, book scrutinise, drop-ins and school data indicate high expectations and challenge
Monitor progress for pupils with SEND and low attaining children (at the end of KS1) so that as a group they make similar progress to all other pupils nationally.	AH complete half-termly data analysis to monitor progress SEND pupils. All staff contribute to year group provision maps to evidence impact of intervention across the school.	End of Year outcomes, and termly TLCs, show that children identified with SEND are working at least in line with their national peer group.	Handwriting and Presentation	TH to action as a PM target for all staff	Raised expectations throughout the school about how pupils present their work and ensure a consistent approach to handwriting
Spiritual Journals Pupil Liturgies	Honest record of what is going on in each class, how the children feel about it and their awareness of where God is in it all	A record, which aids reflection and thus becomes a means of responding to God's call to deepening discipleship	Cross-curricular Focus	Planning ensures a thread of Numeracy and Literacy is taught as part of 'The big Curriculum'	Books show evidence of key skills taught beyond the numeracy and literacy curriculum
Literacy	See Literacy action plan (FD)	Close the gap and bring progress and attainment in line with national	Introduce tests to measure progress more effectively	YM/TH to introduce NFER testing from Summer 2017. Develop system for termly measures of progress	Secure measurement of progress from EYFS to KS1 and KS1 to KS2.

Personal Development, Behaviour and Welfare

FOCUS	ACTION	SUCCESS CRITERIA
Implement Behaviour Policy	Ensure class teachers/KS Leaders monitor trends weekly and report to SLT ½ termly	Consistent approach to managing behaviour across the school, which is understood and acted upon by all stakeholders.
Engage speakers	Contact agencies to include NSPCC and governors to reinforce children's safety	Confident children that know how to stay safe.
Pupil Voice	Develop pupil voice with focus on anti-bullying, safeguarding, curriculum learning, Houses, etc.	Pupil questionnaire's and pupil voice impact developments and school priorities. British Values
E-safety Accreditation. 360 accredited safer online safety mark	Apply for esafety award accreditation. TH liaise with VF to establish timelines and complete 360 degree safe self-review.	Demonstrate robust practice in their e-safety policy and procedures.
Recycling	TH/PS contact Biffa to review ways to shred all paper on-site safely and securely.	Conserve energy, help the environment, reduce pollution, slow global warming and lower waste products in landfills.
School Uniform	TH to invite uniform stockists of to Full GB meeting in March 18.	Full Gobs. agree a decision for proposed implementation Sept. 2019.

Leadership and Management

FOCUS	ACTION	SUCCESS CRITERIA
Invest in Computing infrastructure and Computing curriculum	TH/VF to produce a strategic approach to renewal of hardware on a rolling programme. Replace all whiteboards with touch TVs	Computing infrastructure that is stable and can support delivery of Computing action plan.
Restructure Kitchen facilities and air conditioning in KS2	TH apply for LCVAP funding	More efficient and conducive space to manage lunches and improved experience for children
Implement school's appraisal policy	TH to report to the FGB at mid-year review	Clear understood roles and accountabilities.
Develop capacity of Middle Leadership and Senior Leadership structure.	TH/SLT implement monitoring schedule to ensure consistency of expectations across the school and arrange recruitment for Assistant Head position.	Staffing structure with clear understanding of roles and accountabilities within robust monitoring structure.
Full Governing Body	Ensure lines of accountability and expectations are clear and FGB work at pace to maintain work of EWG. Sharpen action plans so that there are measureable outcomes for new governors to check when the governing body is re-established	First cycle of full governance (December 2017-July 2018) empowers governors to have full ownership of the strategic direction of the school