

Value	Succeed	Happy	Inspire	Nurture	Excel
Priority	To ensure subject leaders provide effective leadership of their subject	To develop further the leadership skills at playtime, so that break times are active and positive experiences for everyone.	To accelerate progress further for the disadvantaged group so that individual outcomes are improved	To develop the PHSE scheme of work to ensure it meets the new statutory requirements and the school's priorities.	To sustain high quality Teaching and Learning for ALL groups so that judgements for Teaching and Learning are outstanding or consistently good.
Success Criteria	<ul style="list-style-type: none"> ✓ Subject leaders will know what effective subject leadership is and be able to apply these skills to their subject. ✓ Subject leaders will be experts in their subject and be able to demonstrate excellent practise in teaching and learning in their specific area of responsibility. ✓ Subject leaders will have a clear strategic improvement plan for their subject area. ✓ Subject leaders will be able to identify strengths and areas of development within their subject. ✓ Subject leaders to create 'I can statements' to demonstrate 'expected' performance in their subject for years 1 to 6. ✓ Subject leaders to create a portfolio of evidence (work samples etc) against the I can 'expected' statements for years 1, 3 and 5 with a commentary confirming why it is expected. ✓ Subject leaders will be able to assess whether a child has met year group expectations in their subject in years 1, 3 or 5. ✓ Subject leaders will have developed the necessary leadership skills to enable them to apply for promotions. ✓ Learning opportunities in each subject will be tightly matched to the curriculum, creative and provide memorable learning experiences for the children. ✓ Senior Leaders have a secure understanding of the strengths and areas to develop of the Subject Leaders so that ongoing training meets their needs. 	<ul style="list-style-type: none"> ✓ All children are happy and well occupied at break times. ✓ Everyone has a clear understanding of their roles and responsibilities at playtimes. ✓ Established routines and structures in place so that there is consistency across the school. ✓ The needs of different groups of children are met at playtimes. ✓ Adults are interacting positively with children at playtimes. ✓ Behaviour at playtimes is outstanding and any disputes are dealt with effectively. ✓ Reduction in number of recorded incidents occurring at playtimes e.g. red cards. ✓ Adults and children are able to lead activities at playtimes so that children are active and have fun. 	<ul style="list-style-type: none"> ✓ The overall attendance of the disadvantaged group improves by 2% from 2016-2017. ✓ The number of disadvantaged children that are persistently absent reduces in 2017-2018. ✓ Higher number of disadvantaged children takes part in extracurricular activities. ✓ Behaviour data analysis shows that there is no difference between the disadvantaged group and their counter parts. ✓ Parents of disadvantaged children attend more school events throughout 2017-2018. ✓ Parents of disadvantaged children are more actively engaged in supporting their child's learning. ✓ Phase Leaders are accountable for the achievement of disadvantaged children within their phase. ✓ Staff have high expectations of the disadvantaged children within their class. ✓ SENCo ensures that provision matches the specific needs of the children. ✓ Disadvantaged children feel included in school life and have high self esteem. ✓ The progress across the curriculum of disadvantaged pupils is above that of other pupils with the same starting points. ✓ Publish attainment outcomes of the disadvantaged children will have improved from 2016-2017 and have moved closer to their non disadvantaged peers. 	<ul style="list-style-type: none"> ✓ All the statutory requirements of the PHSE curriculum are incorporated into the SHINE for Life Curriculum and including in medium and short term planning. ✓ Teachers are confident to deliver the PHSE curriculum effectively. ✓ The PHSE and SMSC Leaders are confident in leading the subject and are able to support colleagues in delivering high quality lessons. ✓ Other subject leaders have a secure understanding of the requirements of the PHSE curriculum and how it sits within the 'SHINE For Life' Curriculum and influences their subject. 	<ul style="list-style-type: none"> ✓ High quality teaching is consistent across the school and standards and expectations are high for everyone. ✓ Increased number of judgements for consistently good or outstanding across all monitoring. ✓ Increased rates of progress for targeted children and groups - accelerated progress for some groups and at least good progress being made on average. ✓ Gaps in attainment closing between targeted children and the rest of the class. ✓ Monitoring shows that provision matches the needs of the children and that teaching and learning is pitched well for our target groups. ✓ Monitoring shows that flexibility is built in to maximise learning outcomes and different teaching and learning tools are used to cater for different learning styles. ✓ Learning environments support ALL groups of children and show clear and simple resources aimed at the target groups. ✓ Lessons are engaging, offer choice and lead to high levels of motivation. ✓ Children report that learning is exciting and interesting. ✓ Books and display provide evidence of a creative curriculum. ✓ Published data for ALL groups will all be above national figures.
Leads	Nicola Brown Karen Del Medico	Sophie David and Kate Gee	Julie Crawford and Vicky Walker	Sarah Pratelli and Lauren Gilby	Sally Smith
Governor	Mark Hinton-Jones and Colin Taylor	Rosemary Donovan and Neil Davies	Sharina Burtally and Graham Cox	Julie Stanbrook	Julie Browne and Chris McCormack

