

The Priority Areas 2018-2019 focus on the following:

- 1. LEADERSHIP & MANAGEMENT**
- 2. TEACHING & LEARNING & ASSESSMENT**
- 3. PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE**

1. LEADERSHIP & MANAGEMENT Develop strategic leadership to effectively lead and manage development of a growing school over a sustained period of time	
Strategies	Success Criteria
1A) Culture Leaders and Managers to set high expectations leading by example, creating a culture of respect and tolerance, developing positive relationships between stakeholders to support the progress of pupils	SC - Staff fully engaged in implementation of strategies SC - Monitoring & evaluation undertaken by all leaders SC - Link Governors have a clear understanding
1B) Outcomes Leaders and Governors to be ambitious in consistently improving outcomes for all pupils, especially disadvantaged, in all areas of the curriculum	SC - Progress of all pupils, in all groups, is >National% from prior starting points SC - Difference between progress of disadvantaged pupils and others is < National% SC - Attainment of all pupils, in all groups, is >National% from prior starting points
1C) Performance Management Leaders and Governors use performance Management effectively which leads to professional development that encourages, challenges and supports staff improvements in their performance and careers	SC - Staff are encouraged, challenged and supported to make improvements in their performance & careers SC - Performance Management is effective for all staff
1D) Governors Governors systemically challenge leaders so that there is effective deployment of staff and resources, particularly additional funding (SEND, PP, SP)	SC - Effective evaluation of the impact of additional funding SC - Governors understand the schools strengths and areas for development
1E) Leadership Leadership is more distributed so that those responsible have greater ownership of the standards pupils achieve, particularly EYFS and SEND	SC - Ownership of the standards pupils achieve SC - Effective communication with families

2. TEACHING & LEARNING & ASSESSMENT

Develop the school curriculum, being explicit about the intent, design and assessment of the curriculum to ensure high standards and consistency across the school

<p>2A) Curriculum intention To develop a clearly articulated intention statement for the curriculum, taking into account the latest research, Ofsted's curriculum review findings and the National Curriculum.</p>	<p>SC - Teachers and leaders have a clear understanding of what they intend to achieve through the curriculum. SC - The school has a clearly articulated intention for the curriculum. SC - Teachers and leaders are well informed and knowledgeable about the intentions of the curriculum they teach.</p>
<p>2B) Curriculum design To design a curriculum based around what already works well in school, which delivers positive outcomes in line with our intention statement.</p>	<p>SC - A curriculum exists within the school which is broad, balanced, based on best practise and prepares students for the next stage of their education and life</p>
<p>2C) Curriculum delivery To ensure that teachers are delivering curriculum content consistently and to a high quality</p>	<p>SC - Teachers throughout the school deliver the content of the curriculum using the agreed approaches so that the curriculum is coherent between subjects and across year groups</p>
<p>2D) Assessment To ensure assessment is efficient and is focussed on supporting high quality teaching and learning</p>	<p>SC - Assessment is conducted by teachers to inform their teaching. SC - A by-product of the assessment is to allow senior leaders to understand the progress that has been made across the school.</p>
<p>2E) Accelerated Progress To ensure disadvantaged pupils fulfil their potential by making accelerated progress in writing from their starting points so that they are working in line with their peers.</p>	<p>SC- To ensure disadvantaged pupils fulfil their potential by making accelerated progress in writing from their starting points so that they are working in line with their peers.</p>
<p>2F) More able To ensure higher attaining pupils reach their potential by obtaining greater depth in writing by the end of the year</p>	<p>SC - To ensure higher attaining pupils reach their potential by obtaining greater depth in writing</p>

3. PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

Enhance personal development and welfare of pupils so that they are active citizens within the school, local and wider community

<p>3A) Welfare Leaders create an open culture which promotes high standards in all aspects of pupils welfare</p>	<p>SC - Pupils welfare and safety, particularly mental health, is promoted in every aspect of school life SC - Pupils exhibit good behaviour</p>
<p>3B) Attitudes Pupils are confident and self-assured, displaying attitudes towards their learning and achievements which impact positively on their progress</p>	<p>SC - Pupils talk confidently about their work & school life, being proud of their achievements SC - Pupils have a positive attitude towards their work, therefore outcomes improve</p>
<p>3C) Citizens Pupils SMSC development and understanding of British Values means that they are responsible for and reflective about their actions, so they are active citizens in wider society</p>	<p>SC - Pupils have a wider understanding of spiritual, moral, social and cultural awareness, which helps them be good citizens SC - Pupils have a good understanding of British Values, institutions and services</p>
<p>3D) Attendance Leaders robustly challenge absence rates, particularly persistent absence, so that attendance% are improving and are better than National% for all groups</p>	<p>SC - Persistent absence% of all pupils, in all groups, <National% SC - Difference between attendance% of disadvantaged pupils and others is 'closing' SC - Attendance% of all pupils, in all groups, is >National%</p>

Success Criteria Evaluation – Met (Green) Partly Met (Yellow) Not Met (Red)