



Key Priorities				
Objective	Actions	Success Criteria	Review/Completion	Responsible
<p>To raise the attainment of children throughout the school with a particular focus on boys and their writing and their overall attainment in EYFS, phonics and KS1</p> <ul style="list-style-type: none"> To ensure the standards of boys writing improve throughout the school. The in-school achievement gap between boys and girls closes. Ensure the needs of all pupils are met during lesson with a particular focus on boys, the more able children and those in receipt of the pupil premium. All pupils to be challenged during lessons with a particular focus on boys. OFTSED Priority - Ensure all teachers have high expectations of what pupils can achieve, especially of the most able pupils OFTSED Priority - Provide further opportunities for pupils to develop their reading skills, so that all pupils read with confidence as they move through different year groups 	<ul style="list-style-type: none"> Children have opportunities to write every day, in the majority of sessions and at length at least once a week . Planning includes opportunities for purposeful writing across the curriculum. Planning shows differentiation, progression and builds on prior learning. Clear extension and challenge activities are planned for. Maths and English key skills are developed across the curriculum. Growth Mindset strategies allow children to be more reflective, discuss their learning and take responsibility for their own development. Marking and feedback is instant, developmental and allows children’s learning to progress through lessons. Children are given more ‘experiences’ have opportunity to work in range of learning environments, including outside regularly, and in a range of ways (i.e. practical activities etc.). Objectives linked to end of year expectations and are age-appropriate. Visits to other schools. Speech and Language team provide interventions to those children that need support. Speech and Language Team explore the use of Talk Boost in years 3 and 4. Story making strategies used across EYFS and KS1. 	<ul style="list-style-type: none"> The attainment gap between boys and girls writing is closing. Higher percentage of boys at age-related expectations or better. Writing skills are being reinforced across the curriculum. School results are at least in line with or above national averages. Marking (verbal and written) is high quality and identifies next steps to learning. Boys show that they want to write more. Boys are excited about learning activities in school. Boys want to write. Boys (particularly in KS1 and year 3) are socially successful in school. Pupils are engaged. Work is differentiated to meet their needs. All children are making progress. Interventions have the desired impact. Pupils feel challenged. Boys are rewarded for their success in line with the girls across all subjects (particularly writing). 	<p>May 2019</p>	<p>Infant staff SLT English Leads</p>

	<ul style="list-style-type: none"> • Picture Book Project used to give children 'reading experiences' in EYFS/KS1. • Interventions tailored for boys which are regularly reviewed. • Curriculum topics maintain the interests of boys. • Positive role models are bought into the school to inspire the boys. • Social skills programmes introduced for children (particularly boys that need it). • High questioning is aimed at boys. • Purposeful work. • Learning styles catered for. • Pupil conferencing and monitoring. • Staff training. • Moderation activities. 			
<p>To raise the attainment of children throughout the school with a particular focus on those who are in receipt of the Pupil Premium (including those that are high ability).</p> <ul style="list-style-type: none"> • The in-school achievement gap between disadvantaged and non-disadvantaged pupils closes. • To ensure effective use of the pupil premium. • OFSTED Priority - Ensure all teachers have high expectations of what pupils can achieve, especially of the most able pupils • OFSTED Priority - Provide further opportunities for pupils to develop their reading skills, so that all 	<ul style="list-style-type: none"> • Pupil premium funding is allocated to support the most vulnerable pupils. • Tracking system tracks children in receipt of pupil premium. • All staff know who the pupil premium children are for the age group that they teach. • Interventions are put in place. • School promotes pupil premium with parents so that they apply for FSM. • Pupil premium pupils are giving free access to the school's breakfast club and have subsidised trips. • In class support targets PP children. • Interventions are used by class teachers as a tool to close the gap with PP children. • FSW time is freed to provide pastoral support/social skills programmes to PP children. • Early Years support worker continues to identify children's needs early and set up 	<ul style="list-style-type: none"> • Pupil premium children close the gap with their peers both in school and out of school. • Interventions have the desired impact. • Results for pupil premium children are at least in line with national averages. • Pupil premium children feel well supported. • Pupil premium pupils close the gaps with their peers both in school and nationally. • PP children feel safe and confident in school and their barriers to learning are broken down. 	<p>May 2019</p>	<p>All staff SLT Maths and English Leads</p>

<p>pupils read with confidence as they move through different year groups</p>	<p>early interventions.</p> <ul style="list-style-type: none"> • Marking and feedback is instant, developmental and allows children’s learning to progress through lessons. • Growth Mindset strategies allow children to be more reflective, discuss their learning and take responsibility for their own development. • Visits to other schools • Speech and Language team provide interventions to those children that need support. • Speech and Language Team explore the use of Talk Boost in years 3 and 4. • Story Making strategies used across EYFS and KS1. • Picture Book Project used to give children ‘reading experiences’ in EYFS/KS1. • High quality questioning aimed at PP children. • Moderation activities. 			
<p>To improve the standard of reading across KS2</p> <ul style="list-style-type: none"> • OFSTED Priority - Provide further opportunities for pupils to develop their reading skills, so that all pupils read with confidence as they move through different year groups • OFSTED Priority - Ensure all teachers have high expectations of what pupils can achieve, especially of the most able pupils 	<ul style="list-style-type: none"> • Explore whole class reading strategies to replace guided reading if appropriate. • Reading interventions are used to build confidence, close the gap and raise the attainment of children. • Picture Book Project used to give children ‘reading experiences’ in EYFS/KS1. • Booster and 1:1 tutoring groups. • Children are encouraged to read a range of literature to build up a ‘love’ of reading. • Staff refresher training on phonics • Speech and Language team provide interventions to those children that need support. • Speech and Language Team explore the use of Talk Boost in years 3 and 4. • All reading sessions (guided, whole class and 	<ul style="list-style-type: none"> • Children in KS1 are confident readers and are ready to make the transition into KS2 with their reading. • Low attaining pupils close the gap with their peers. • Work is differentiated to meet the needs of all pupils and provides challenge for all. • Pupils are better prepared for KS2 reading tests and perform in line with their expectations. • Reading results show an improvement on 2018 results which leads to better combined percentages. • Children have an appreciation of a range of authors and can name authors that they like to read. • Children have experience of reading a 	<p>May 2019</p>	<p>English Subject Team SLT</p>

	<p>independent include focussed questioning).</p> <ul style="list-style-type: none"> • Reading skills are developed and reinforced across the curriculum by all staff. • Moderation activities. 	<p>wider range of genre.</p> <ul style="list-style-type: none"> • Reading skills are being reinforced across the curriculum. • Reading scores on comprehension tests improve. 		
<p>To improve the standard of maths across KS2</p> <ul style="list-style-type: none"> • OFSTED Priority - Ensure all teachers have high expectations of what pupils can achieve, especially of the most able pupils 	<ul style="list-style-type: none"> • Implementation of new maths curriculum and planning – Maths Nav • New maths ladders which align with the new math curriculum and which still meet the requirements of the national curriculum. • Most maths lessons to include Do it, Twist it, Solve it elements. • Children are encouraged to work in a variety of different ways during lessons to help develop a ‘love’ of maths. • EYFS and KS1 have a strong emphasis on building the ‘foundations’ for maths through strengthening basic skills • Maths skills are developed and reinforced across the school’s curriculum. • Maths interventions are used to build confidence, close the gap and raise the attainment of children. • Booster and 1:1 tutoring groups • Moderation activities. 	<ul style="list-style-type: none"> • Children in KS1 have a strong foundation in basic maths which allows them to be better prepared for the transition into KS2. • Low attaining pupils close the gaps with their peers. • Work is differentiated to meet the needs of all pupils and provides challenge for all. • Pupils are better prepared for KS2 maths tests and perform in line with their expectations. • Maths results show an improvement on 2018 results which leads to better combined percentages. • Children have greater independence in their maths work. 	May 2019	Maths subject team SLT
<p>To make sure that all new pupils make a successful transition into Forest View, particularly those joining from a neighbouring closed school.</p> <ul style="list-style-type: none"> • Staff challenge stereotypes and use of derogatory language. 	<ul style="list-style-type: none"> • First two weeks of the school year will have a PSHE focus exploring integration, diversity and expectations at Forest View. • Pastoral Support for those that need it. • Baseline assessments for all children who have entered the school so that an accurate picture of their attainment can be ascertained. • Tours of the school for new pupils and their parents. • Existing pupils used as buddies for new pupils. • Interventions put in place for any child. 	<ul style="list-style-type: none"> • All new pupils settle well and are confident and happy in their new school. • All new pupils know who to go to ask for help. • Children make progress in line with their school peers considering their starting points with the school. • School has up to date information about the SEND status for all children entering the school. • School’s safeguarding team have up to date safeguarding information for all new 	Nov 18 then May 19	All staff

	<ul style="list-style-type: none"> • School ensure that all children are assessed for additional needs and SEND (no prior information has been received for these children prior to their move due to their previous school refusing to share it) • School tries to establish safeguarding concerns and CP status of all new children to the school (no prior information has been received for these children prior to their move due to their previous school refusing to share it). • Training for staff in supporting EAL pupils. • Children given the opportunity to debate issues. • Children are all provided with the same opportunities in lessons to be successful. • Vulnerable pupils and those in receipt of the pupil premium close the attainment gap with their peers. 	<p>children to the school.</p> <ul style="list-style-type: none"> • Staff feel more confident supporting children with EAL. • Teachers promote equality and diversity and provide pupils with an understanding of people and communities beyond their experience. 		
<p>To continually develop the curriculum so that it meets the needs of the pupils and the local community. Ensuring that it is broad and balanced and covers the range of subjects (humanities, linguistic, mathematical, scientific, technical, social, physical and artistic).</p> <ul style="list-style-type: none"> • PE – fundamental movement skills are focussed on. • PE – structure of a lesson • Assessment of non-core subjects • SMSC continues to be a strength of the school. • All subjects to support the 	<ul style="list-style-type: none"> • Planning and objectives show progression and are aligned with the requirements of the national curriculum. • Staff training. • All aware of end of year expectations for each year group and how the children will progress through the school. • Planning to show coverage and progression in all subjects. • School matches curriculum to topic approach already adopted by the school. • Sharing of practice between schools. • Maths and English skills reinforced across the curriculum. • Cross-curricular learning. • Topic planning builds on English and maths lessons. • Children are given the opportunity to work in 	<ul style="list-style-type: none"> • Staff are confident with the school’s curriculum and understand the assessment requirements within it. • Staff understand and have an in-depth knowledge of end of year expectations. • Children make appropriate progress based on their starting points. • Planning meets the needs of pupils. • Planning is linked to skills maps and the national curriculum. • Lessons meet the needs of all pupils and hold their interest. • Key skills are developed. • Examples of SMSC can be seen around school and in lessons. • The school’s diversity is celebrated. • Children and staff understand the fundamental British Values and how they 	July 2018	DHT/HT

<p>development of maths and English where appropriate.</p> <ul style="list-style-type: none"> • Learning Beyond the classroom • Improve technical aspects of the curriculum (K-Nex) 	<p>a variety of ways.</p> <ul style="list-style-type: none"> • Teachers make use of a range of environments to support teaching. • K-Nex Challenge for school 	<p>apply to their lives.</p> <ul style="list-style-type: none"> • Cross-curricular learning takes place and children know how it relates to their maths and English work. • Children can apply the skills that they have developed in maths and English across the curriculum. • Children go on regular trips. 		
<p>To continue to develop succession plans for the school.</p> <ul style="list-style-type: none"> • To develop and strengthen the role of middle leaders through the school. • To continue to provide school to school support to help develop future leaders. 	<ul style="list-style-type: none"> • Potential future leaders are identified and training programmes put in place for them. • New inclusion manager is supported with her role. • New KS1 leaders and LKS2 lead are supported with their role. • Identified future leaders are able to attend select SLT meetings. • Role of subject leader reviewed and guidance issued about the school's expectations for leading a subject. • Roles and responsibilities document reviewed and shared. • SLT members all take responsibility for reviewing and appraising staff. • SLT and middle leaders to continue to support staff where appropriate. • Clear line management structure in place. • Leaders use coaching skills to help develop staff. • Peer observation and coaching training. • Secondment opportunities are explored. • School is an active member of the local teaching school alliance. • Visits to other schools particularly those that have been graded as outstanding. • School explores the role of SLE and LLEs. 	<ul style="list-style-type: none"> • The school has a clear plan in place to replace senior staff who may leave in the future. • New inclusion manager makes a successful transition from being a CT/Lower School Leader. • New Senior Leaders are confident in their roles and feel well supported. • All staff aware of their roles and responsibilities and are held to account. • Subject leaders hold teachers to account over the teaching of their subject area. • Subject leaders know the strengths and weaknesses within their subject areas. • Staff feel valued and supported. • Subject leaders know how to lead their subject and monitor them appropriately. • Staff are proactive in finding the support that they need, take responsibility for their own development and set their own goals. • CPD programme is in place and staff are developing. • Best practice is shared. 	<p>July 2018</p>	<p>HT</p>
<p>School attendance improves from to at least 95.5% and then</p>	<ul style="list-style-type: none"> • First day calling. 	<ul style="list-style-type: none"> • School attendance increases by at least 0.25% each year. 	<p>July 2018</p>	<p>Atten. Team</p>

<p>to 96% over the next 3 years.</p>	<ul style="list-style-type: none"> • Attendance support plans in place for children/families causing concern. • Consider fines for persistent offenders. • Attendance policy reviewed. • Attendance team tackles instances of poor attendance. • Holidays only authorised in exceptional circumstances. • School promotes good hygiene practises • 100% attendance certificates and rewards 	<ul style="list-style-type: none"> • Children are happy and want to attend school. • Poor attendance is challenged. • Parents aware of their responsibility to ensure their children attend school regularly. 		HT
<p>To make sure that the school complies with all of the requirements of Keeping Children Safe in Education 2018 and GDPR May 2018</p> <ul style="list-style-type: none"> • All child protection procedures are in place and are continually reviewed. 	<ul style="list-style-type: none"> • All school policies and procedures brought in line with latest statutory guidance and law. • Staff training on GDPR and KCSIE 2018 • School moves to paperless, secure systems where it can. • School invests in 'cloud' technology for keeping files secure. • School encrypts staff laptops • New staff undergo induction training which includes Safeguarding and GDPR training. • Staff complete safeguarding training (every 3 years) – DUE 2018/19 • CP team complete multi-agency safeguarding training. – DUE 2019/20 • Safer Recruitment Training is completed by key personnel involved in recruiting new staff members. (every 5 years) – DUE 2020. • Staff and governors aware of the new document 'Keeping children safe in education' and have all read part 1. 	<ul style="list-style-type: none"> • The school complies with latest legislation. • Safeguarding meets statutory requirements. 	October 2018	HT, SLT, business manager

Leadership and Management – Additional Priorities				
Objective	Actions and Responsibility	Success Criteria	Review/Completion	Responsible
To ensure effective use of the sports	<ul style="list-style-type: none"> • School continues YST membership. 	<ul style="list-style-type: none"> • Staff confidence and skills in 	July 2019	PE lead

<p>premium.</p> <ul style="list-style-type: none"> • Children know about healthy lifestyles and know how to stay healthy. • The engagement of <u>all</u> pupils in regular physical activity • The profile of PE and sport being raised across the school as a tool for whole school improvement • Increased confidence, knowledge and skills of all staff in teaching PE and sport • Broader experience of a range of sports and activities offered to all pupils • Increased participation in competitive sport 	<ul style="list-style-type: none"> • Sports coaches lead PE sessions and train teachers. • School links to local sporting clubs in Cinderford (i.e. rugby, football, swimming) etc. • School enters the range of competitions on offer. • Children experience a wide range of sports • 'Mini Marines' for KS2 • Curriculum teaches children about healthy eating • 2 hours of PE per week • Daily Mile • After school clubs that promote healthy lifestyles • Change4Life clubs and resources • School canteen promotes healthy eating • Fruit for KS1 • Healthy Tuck Shop • Celebrations including in school and out of school sporting success. 	<p>teaching PE are improved.</p> <ul style="list-style-type: none"> • Participation in sport increases. • School is involved in more competitive sport/competitions. • School's success in competitions remains high. • Children have opportunities to watch professional sport. • All pupils are involved in • Sport has a high profile in the school. • Pupils can make informed choices about healthy eating, fitness and emotional and mental well-being. • Sport is celebrated 		HT
<p>To ensure that school governors have the capacity to fully support the school.</p>	<ul style="list-style-type: none"> • New governors recruited when they are needed. • All governors take part in school monitoring activities. 	<ul style="list-style-type: none"> • Governors are confident with their roles and how they can support and challenge the school. 	July 2019	CoG HT
<p>Staff to take more responsibility over their own CPD</p>	<ul style="list-style-type: none"> • Peer Observations. • Peer Coaching. • Courses • Sharing of best practice 	<ul style="list-style-type: none"> • Staff are proactive. • Staff embrace CPD opportunities. • Staff are ambitious and look for opportunities outside of the school. • Best practice is shared. • Teaching develops. 	July 2019	All staff SLT
<p>Parental Engagement continues to be good and the school engages with its local community.</p>	<ul style="list-style-type: none"> • Classes given 5 week blocks for Ready to Read • 4 showcase days • Open days • Parental events • School takes part in local community activities. 	<ul style="list-style-type: none"> • Parents feel listened to by the school. • High numbers of parents attend school events. • Parents are positive about work of 	July 2019	SLT

	<ul style="list-style-type: none"> • Homework activities set can be completed as a family. • Parents are provided with clear information about how their child is progressing and doing in school. • Use of SPTO and Tapestry • Parents meetings • Refresher training on structured conversations 	<p>the school.</p> <ul style="list-style-type: none"> • Parents support children with their homework. • Parents understand how their children are doing in relation to national standards. 		
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Teaching, Learning and Assessment – Additional Priorities				
Objective	Actions and Responsibility	Success Criteria	Review/Completion	Responsible
New teaching staff settle well into the school.	<ul style="list-style-type: none"> • NQT mentor appointed • Induction Tutor for new staff who are not NQTs. 	<ul style="list-style-type: none"> • Staff feel well supported and make a successful transition into the school. • NQTs successfully complete their induction year. 	July 2019	
<p>Teachers plan for and make effective use of additional adults to maximise learning opportunities.</p> <ul style="list-style-type: none"> • OFSTED Priority - Provide further opportunities for pupils to develop their reading skills, so that all pupils read with confidence as they move through different year groups • OFSTED Priority - Ensure all teachers have high expectations of what pupils can achieve, especially of the most able pupils 	<ul style="list-style-type: none"> • Use of additional adults is included in plans where appropriate. • Teachers make additional adults aware of expectations. • Staff work together to plan for and to meet the children’s needs. • 	<ul style="list-style-type: none"> • Adults are well deployed to support and stretch learning. • Additional adults support a range of children with a range of abilities. • Support staff are not always working with the lowest ability children. 	July 2019	All teachers
Learning environments are well organised, tidy, free from distraction and support learning.	<ul style="list-style-type: none"> • Refresh T and L policy. • Learning walks. • Teachers keep environments tidy and ensure that resources support learning and are of good quality. 	<ul style="list-style-type: none"> • Learning environments are conducive to learning. • Children know how to use the learning environment to support their learning. 	July 2019	All teachers SLT
Evidence from lessons is recorded.	<ul style="list-style-type: none"> • Class log book created and maintained. 	<ul style="list-style-type: none"> • Class scrap book contains 	July 2019	All

		photographs and other evidence which demonstrates learning activities		teachers SLT
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Personal Development Behaviour and Welfare – Additional Priorities				
All pupils to feel safe in school.				
Objective	Actions and Responsibility	Success Criteria	Review/Completion	Responsible
Any instances of bullying/racism (or other prejudices) are dealt with quickly and effectively. <ul style="list-style-type: none"> All children are aware of the different forms of bullying (including cyber) and know who to go to for help. 	<ul style="list-style-type: none"> Records are kept of incidents. Staff training. Policies reviewed. Structured conversation model for victims and perpetrators – restorative approach taken. E-safety team maintained who meet regularly. Lessons to include teaching about bullying. Anti-bullying ambassador role created. 	<ul style="list-style-type: none"> Pupils know that any concerns/problems will be dealt with. Children know who to go to for help. Children feel listened to and valued. Staff are aware of and can raise awareness of the different forms of bullying. Children and staff know about the effects of bullying on the victim. Staff are proactive in spotting the signs of bullying Children can talk about different forms of bullying and how it affects them. Children know how to stay safe on line 	July 2019	Bullying Team HT All staff
Children are safe from extremism and radicalisation	<ul style="list-style-type: none"> Prevent Duty Training (Due September 2019) Radicalisation training (Whole staff due September 2019, new staff September 2018) Sharing of practice between schools Safeguarding procedures are reviewed to ensure that children are kept safe from radicalisation and extremism. 	<ul style="list-style-type: none"> Staff are clear and confident about how to report any concerns. Children know who to go to for help 	July 2019	All staff
School follows and complies with the statutory guidance on	<ul style="list-style-type: none"> A policy for supporting children with medical needs is reviewed. 	<ul style="list-style-type: none"> Staff and governors aware of the document. 	July 2019	HT Inclusion

<p>'Supporting Pupils with Medical Conditions at School – April 2014'.</p>	<ul style="list-style-type: none"> • Care plans are created for children with medical needs in collaboration with the child and their family. • Risk assessments completed where relevant to ensure children have full access to the curriculum and trips. 	<ul style="list-style-type: none"> • Children with medical conditions feel well supported and parents are involved in helping the school develop the correct support. • Pupils with medical conditions have full access to the school's curriculum, trips and visits. 		<p>Manager</p>
<p>School complies fully with all the health and safety requirements of an academy.</p>	<ul style="list-style-type: none"> • COSSH Risk Assessments are in place and chemicals are stored correctly. • Fire Risk Assessment is undertaken by external competent person. • Staff complete fire awareness training (every 2 years) – Due 2018/19 • Regular fire drills take place in conjunction with the on-site children's centre. • Equipment is regularly inspected and repaired. 	<ul style="list-style-type: none"> • School meets statutory requirements. • Risk Assessments in place. • Equipment is in good order and safe for the children to use. 	<p>July 2019</p>	<p>HT</p>
<p>To raise children's aspirations and self-coaching skills</p>	<ul style="list-style-type: none"> • Growth Mindset is used across the school. • Positive role models for children • Coaching skills developed further with prefects. • Children know what to do when they can't do something. • Targeted children receive social skills so that they may interact with each other more successfully. 	<ul style="list-style-type: none"> • Children all have a goal to aim towards. • Children can coach themselves and each other to improve. • Staff act as positive role models and share their goals with children • Pupils are confident learners • All children are celebrated • Pupils have time to discuss their learning. • Barriers to school are broken down. 	<p>July 2019</p>	<p>DHT Teachers</p>
<p>Pupils are thoughtful, caring and active citizens</p> <ul style="list-style-type: none"> • Pupils debate issues 	<ul style="list-style-type: none"> • Roles of responsibility – i.e. prefects, school council etc. • Pupils have regular opportunities to debate a range of issues which include those that are important to them and those of national importance. 	<ul style="list-style-type: none"> • After school clubs are well attended • Prefects and school council members take an active role in school life • Children respect each other's viewpoints. • Children are able to challenge views that they don't agree with or feel uncomfortable with. 	<p>July 2019</p>	<p>DHT Teachers School Pupil Group Leads</p>

<p>Children have a smooth transition into and out of the school and between year groups.</p>	<ul style="list-style-type: none"> • Staff meetings to discuss pupils. • Meetings with staff from other settings. • Home visits • Early Years support worker supports children and their families entering the school. • FSW supports children and their families through the school. • Staff handover sheets. • June assessments are agreed with the new class teacher for each child. • EYFS and Year 2-3 transition meetings with parents 	<ul style="list-style-type: none"> • Children know who to go to for help. • Children feel confident moving to a new setting or to their new classes. • Parents are happy and well informed about their child's next phase of education. 	<p>July 2019</p>	<p>SLT Teachers</p>
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Outcomes for Pupils				
School results for progress and attainment to exceed the national average for maths, reading, writing and grammar, spelling and punctuation.				
Objective	Actions and Responsibility	Success Criteria	Review/Completion	Responsible
<p>KS2 SATs results to exceed the national average.</p> <ul style="list-style-type: none"> • OFTSED Priority - Ensure all teachers have high expectations of what pupils can achieve, especially of the most able pupils • OFTSED Priority - Provide further opportunities for pupils to develop their reading skills, so that all pupils read with confidence as they move through different year groups 	<ul style="list-style-type: none"> • 1:1 tuition. • Booster groups. • Interventions for those not on track. • Test practice. • Moderation. • Tracking. • Embed spelling scheme. • Embed handwriting scheme. • Phonic training for all staff. • Children are encouraged to use their phonic knowledge more regularly across KS2. • Underperforming boys and those in receipt of FSM are targeted for interventions. • English and Maths skills are developed across the curriculum. • High ability children (including those in receipt of the PP) are stretched and challenged. 	<ul style="list-style-type: none"> • More than 75% achieve the required standard in the individual subjects of maths, reading and writing. • More than 70% of children achieve the required standard in maths, reading and writing combined. • Children make at least expected progress through each year group and across KS2. • Schools end of KS2 progress scores are at least in line with national averages. • All group's progress at least at a similar rate and that none is disadvantaged. • High ability children achieve the higher grades. 	<p>May 2019</p>	<p>Maths and English Leads Y6 staff SLT</p>

<p>KS1 SATs results to be at least in line with the national average.</p> <ul style="list-style-type: none"> • OFTSED Priority - Ensure all teachers have high expectations of what pupils can achieve, especially of the most able pupils • OFTSED Priority - Provide further opportunities for pupils to develop their reading skills, so that all pupils read with confidence as they move through different year groups 	<ul style="list-style-type: none"> • Interventions for those not on track. • Test practice. • Moderation. • Tracking. • Booster groups. • Underperforming boys and those in receipt of FSM are targeted for interventions. • English and Maths skills are developed across the curriculum. • High ability children (including those in receipt of the PP) are stretched and challenged. 	<ul style="list-style-type: none"> • KS1 children achieve the required standard in the individual subjects of maths, reading and writing in line with their peers nationally. • Children make at least expected progress through each year group and across KS1. • All group's progress at least at a similar rate and that none is disadvantaged. • High ability children achieve the higher grades. 	<p>May 2019</p>	<p>Maths and English Leads Y2 Staff</p>
<p>EYFS Good level of development to be at least in line with the national average.</p> <ul style="list-style-type: none"> • OFTSED Priority - Ensure all teachers have high expectations of what pupils can achieve, especially of the most able pupils • OFTSED Priority - Provide further opportunities for pupils to develop their reading skills, so that all pupils read with confidence as they move through different year groups 	<ul style="list-style-type: none"> • SEND early intervention. • Visits to other settings. • Focussed adult support. • EYFS – early readers • EYFS transition support worker/SEN/family support. • English and Maths skills are developed across the EYFS curriculum. 	<ul style="list-style-type: none"> • More than 75% of children are assessed as having a GLD at the end of EYFS. • EYFS average points score is in line with the national average. • Children are year 1 ready. 	<p>May 2019</p>	<p>EYFS lead SLT EYFS staff</p>
<p>Results for the Phonics Screening Check to be at least in line with the national average.</p> <ul style="list-style-type: none"> • Improve the standard of phonics across the school. • Continue to improve the standard of spelling through the school. • OFTSED Priority - Ensure all teachers have high 	<ul style="list-style-type: none"> • Staff training • Phonics given higher profile with all children throughout the school. • Daily phonics sessions (4 times per week. • Intervention programmes in place not on track to achieve the required standard. • Children taught in phonic groups. • Phonic materials are up to date. • Children who do not achieve the expected standard in the year 1 or who are not on track to 	<ul style="list-style-type: none"> • More than 80% of children achieve the required standard in the y1 phonics tests. • 95% of children go on to achieve the required standard by the end of y2. • KS2 children use their phonic knowledge more regularly to support their reading and spelling. • Average on the KS2 spelling test is 15 or better out of 20. 	<p>June 2019</p>	<p>Y1 teachers SLT</p>

<p>expectations of what pupils can achieve, especially of the most able pupils</p> <ul style="list-style-type: none">• OFTSED Priority - Provide further opportunities for pupils to develop their reading skills, so that all pupils read with confidence as they move through different year groups	<p>achieve in year 1 to receive a programme of targeted intervention.</p> <ul style="list-style-type: none">• Phonics is reinforced across KS2 through guided and independent reading sessions.• More support materials sent home.• Continue to embed new spelling scheme.• At least 4 focussed spelling sessions per week.	<ul style="list-style-type: none">• Marks on the new KS1 spelling test are at least in line with the national average.		
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