**Key Priority 1: Quality of Education**

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| **Objective** | To develop an ambitious curriculum for all, where the pupils work is of a high quality. |
| **Success Criteria** | * Standards of attainment/progress are showing progress to reach at least expected, if not exceeding, in all subjects and stages.
* Having a sequentially planned curriculum showing how our key drivers, key skills/knowledge and entitlement are an integral part of our school ethos
* Reading prioritised so full access to the curriculum is achieved.
* Pupils take pride in their work and confidently share their learning. Pupil voice will demonstrate the depth of the curriculum.
* The ‘FCAT Way’ is embedded though-out school through all areas of teaching and learning.
* Rigorous moderation has taken place in house, and across FCAT schools, to ensure professional dialogue takes place and all staff to be confident with the judgements they reach.
* Children are prepared for the introduction of the national times tables testing and achieve well.
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| **SLT Responsible** | SU, JW, LR |

***The impact of high quality teaching, learning and assessment ensures that all children are able to unlock their potential and thrive with an exciting and engaging curriculum.***

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| **Key Actions To Achieve Success Criteria** | **Start** | **Completion** | **Cost** | **Lead Staff** |
| Clear monitoring and assessment through data captures, pupil progress meetings and interventions necessary to narrow the gaps and ensure all groups can access the mastery curriculum. The development of subject leader monitoring and evaluation systems. | Aug/Sept 2019 | On-going | Release time | SLT and all subject leads |
| Times Tables Rockstars is completely embedded in school and used in a competitive manner throughout to aid pupil progress and attainment. | Aug 2019 | May 2020 | £200 | LK / JP / SP |
| Times Tables Rockstars is used to narrow the gap between different groups to ensure all children can access the curriculum using basic maths skills. | Aug 2019 | On-going | Already paid for above | LK  |
| Use of the GL Assessments from Yr1-6 and Early Excellence in Nursery and Reception. SWIS Reading Tests to be used to assess reading ages. | Aug 2019 | On-going | N/K | SU / LR / JW / CT |
| Subject leaders are clearly supported and developed through a clear and well-planned CPD structure for all staff. | Aug 2019 | Aut – Aug 19 / Spr – Jan 20 / Sum – Apr 20Overall July 2020 | Release Time | SU / LR |
| Devise a new subject leader monitoring cycle (1 yearly) to allow for a ‘deep dive’ approach to evaluate progress and attainment and by questioning if the Mereside journey is seen as memorable. | Aug 2019 | Initially Sept 2019 (but tweaked as the year progresses) | Release time | SU / LR |
| Children are allowed time to verbally reflect on their learning both in class and with the SLT. | Aug 2019 | On-going | N/A | SU / LR / Class Teachers |
| Reading is at the heart of our curriculum with all topics/planning based on a literary theme/book. | Aug 2019 | On-going for each topic planned | Cost of any additional books | LR / AB / JC / LK / MP |
| The Reading Hub is used as a focus to improve the teaching and learning of phonics and a love of reading. This will be monitored by our newly appointed TLRs. | Sept 2019 | On-going | Supported by reading Hub | LR / AB / JC / LK / MP |
| Monitor the quality and quantity of work in books, particularly for foundation subjects. | Sept 2019 | On-going linked to monitoring cycle | Release time | SU / All subject leads |
| Teacher appraisals evidence is clearly linked to the ‘FCAT Way’ and the achievement of teacher standards. Appraisal reflects research based upon an individual, teaching staff members needs. | Oct 2019 | Oct 2020 | N/A | SU / JW / LR |

**Key Priority 2: Behaviour and Attitudes**

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| **Objective** | To ensure pupils have high expectations, positive attitudes and take responsible steps towards their education. |
| **Success Criteria** | * Consistent expectation from all for pupil behaviour and conduct.
* Positive environment to ensure learning is at the forefront.
* Pupils show behaviour for learning strategies and are committed to their learning both now and for the future.
* Attendance and punctuality continue to improve.
* Children have a desire to read for pleasure.
* Children have positive relationships with their peers and the adults in school.
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| **SLT Responsible** | SU, JW, LR |

***There are the highest of expectations for behaviour and attitudes to learning around school, in order to support each child’s development to be become a confident, sociable and active member of society, both now and in the future.***

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| **Key Actions To Achieve Success Criteria** | **Start** | **Completion** | **Cost** | **Lead Staff** |
| Further develop our house systems by ensuring consistency across school and introduce ‘Always’ badges. | Aug 2019 | On-going | £200 | JW / JP / JL |
| Foster responsibility of the Yr6 children throughout the year, as well as all children having responsibilities in class. | Aug 2019 | July 2020 | N/A | SU / LR / JW |
| Consistency of approach in the wearing of school uniform. | Aug 2019 | On-going | N/A | ALL Staff |
| Develop the pupil council to ensure all pupils views are sought and shared and that all decisionsmade are discussed and shared across the whole school. | Aug 2019 | July 2020 | N/A | AF / JP / JS |
| BSupport staff roles clearly defined at breaks and lunchtimes. | Aug 2019 | July 2020 (Reminders on-going) | N/A | JW / JP/ JL / OB |
| Staff to develop enticing reading areas within their classrooms to encourage children to read for pleasure with reading events throughout the year organised by the pupil council to involve parents and the community. | Aug 2019 | July 2020 | £75 per class | All class teachers |
| Yr5 and 6 children to access the Academic Resilience Programme. | Sept 2019 | On-going | N/A | JW / JP / JL |
| Vulnerable pupils identified to ensure needs are met and pupils are able to succeed. | Aug 2019 | On-going | N/A | JW / JP / JL |
| Introduce and develop strategies to be used alongside a therapy dog. | Sept 2019 | On-going | £5,000 | JM / JP |
| Develop a problem solving and new sensory room through our Headstart grant. | Sept 2019 | 0n-going | £20,000 | JW / JP / JL |
| Re-evaluate behaviour system and streamline consequences. | Aug 2019 | July 20 | N/A | JW / JP / JL |
| Continue to work alongside admin and the PWO to maintain attendance at 96% or higher. | Aug 2019 | On-going | N/A | JW / SU  |

**Key Priority 3: Personal Development**

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| **Objective** | To consistently promote the personal development and character of all pupils, offering a rich variety of experiences. |
| **Success Criteria** | * Rich and planned experiences are evident in both the curriculum and extra curricular opportunities (cultural capital). Talents and interests of pupils are developed.
* Develop confident, independent and resilient children who are prepared for life in modern Britain.
* Ensure healthy relationships and respect for all.
* Ensure that our forest school is well utilised which offers all learners regular opportunities to achieve and develop confidence though hands-on learning experiences in the outdoors.
* Children are prepared for lifelong learning by developing our long-term memories.
* Children understand, appreciate and respect differences in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socioeconomic communities.
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| **SLT Responsible** | SU, JW, LR |

***Children’s personal development is paramount so that they are well prepared to respect others and contribute to our wider society and life in Britain.***

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| **Key Actions To Achieve Success Criteria** | **Start** | **Completion** | **Cost** | **Lead Staff** |
| Forest school area to be complete and staff to be accredited to deliver sessions. All children to have a half termly programme delivered each year. | Aug 2019 | July 2020 | £250 | AB |
| Floor-books, books and social media will evidence that the enrichment offer is linked to our chosen drivers of possibility, initiative and growth. | Aug 2019 | July 2020 | N/A | All teachers |
| Use of sports coaches to deliver the fundamental skills at lunchtime with a focus on health and wellbeing. | Aug 2019 | July 2020 | Linked to funding and part of lesson delivery. Paid for. | KB / OB |
| Support from outside agencies to develop resilience in UKS2. | Oct 2019 | On-going | N/A | KB & Headstart team |
| Develop knowledge awareness through links in PSHE/ community links and links with schools in different contexts. | Sept 2019 | On-going | N/A | SU / JC / LR |
| All topics to begin with a clear ‘hook’ with visitors into schools, class trips and the development of our enhanced curriculum. | Aug 2019 | On-going | TBC | SU, All teaching staff |
| Extra curricular offer developed  | Aug 2019 | July 20 | N/A | KB / SU |

**Key Priority 4: Leadership and Management**

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| **Objective** | To ensure professional development, subject and pedagogical knowledge is highly effective and positively impacts our teaching of the curriculum. |
| **Success Criteria** | * The role of the newly formed SLT has developed successfully with shared, ambitious vision for high quality education.
* Middle leaders are confident and knowledgeable in their subject across school where monitoring and evaluation has had positive impact on pupils learning.
* Professional development through collaborative learning of all staff, has ensured subject leaders have impacted teaching and learning in their subject, even if new to their subject.
* To develop a research lead that is at the forefront of all the latest research and can tap into any studies that may support our priorities.
* To access the CPD programme on offer from the Teaching School / QIG support from FCAT.
* To induct new staff with clarity of role and monitoring. Admin roles clearly defined to ensure value for money.
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| **SLT Responsible** | SU, JW, LR |

***Leaders have a clear vision and focused drive for continuous improvement across the school.***

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| **Key Actions To Achieve Success Criteria** | **Start** | **Completion** | **Cost** | **Lead Staff** |
| Development of the newly formed SLT and middle leaders though training for subject leadership and new leadership roles in school. | Aug 2019 | July 2020 | Subject Leader Pots | SU / LR / JW |
| Develop an in-house training schedule for all curriculum leaders alongside CPD offers from the teaching school. | Aug 2019 | July 2020 | N/A  | SU |
| Appoint and develop the role of a research lead. | Aug 2019 | On-going | Release time  | SU |
| Induct new governors providing suitable training and introduce them to the school. | Sept 2019 | On-going | N/A | SU / LR / JW |
| Mentor subject leaders in new roles and ensure CPD is appropriate so that the curriculum is fit for purpose. | Aug 2019 | July 2020 | N/A | SU / LR |
| New members of staff are fully inducted and teaching is consistently good or better. | Aug 2019 | July 2020 | N/A | SU / LR / JW |
| Appraisal meetings to be lead by the SLT to ensure teacher standards and post threshold standards are fully met. | Oct 2019 | Oct 2020 | Release Time | SU / LR / JW |

**Key Priority 5: Early Years**

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| **Objective** | To ensure the curriculum is ambitious so all children are engaged in their learning and are already preparing for their future. |
| **Success Criteria** | * Curriculum is planned to build on what the children know and can do but is ambitious to take them on in their learning (no barriers).
* To develop the EYFS team so they confidently deliver exceptional teaching and learning and have high expectations for all children.
* Children show respect, are highly motivated, deeply engaged and show pride and responsibility in their learning from the start.
* All children to receive a baseline score along teacher judgment.
* The number of children achieving the Early Learning Goals by the end of the year, to be closer to national average.
* Children to show a good level of progress and attainment from their baseline scores.
* Children are on task with continuous provision being used to challenge, support and move children on to their next steps.
* Judgements agreed in moderation.
* New Early Years team inducted and clear roles defined.
* 2 year-old provision established and meeting the needs of all.
* Development of evidence of learning through Early Excellence.
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| **SLT Responsible** | SU, JW, LR |

***A new team has been clearly established embracing high expectations for all with a clear focus on narrowing the gap in early Literacy and Numeracy skills and developing the social and communication skills needed to succeed.***

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| **Key Actions To Achieve Success Criteria** | **Start** | **Completion** | **Cost** | **Lead Staff** |
| Pilot the new Baseline assessment. | Aug 2019 | July 2020 | Baseline software  | CT |
| EYFS team to be supported and developed with clear roles for all new staff to ensure standards improve. | Aug 2019 | On-going | N/A | CT / SU |
| Training for all staff on Early Excellence software to support planning and show progress of learning. | Sept 2019 | On-going | N/A | All EYFS Staff |
| Early Years and Year one to develop outdoor provision with Yr1 having clearly integrated continuous provision. | Aug 2019 | Dec 2019 | Already paid for | CT / AB / LR |
| Devise a trust approach to assessing Early Years with a ‘fit for purpose’ data collection system. | Aug 2019 | On-going | N/A | SU / CT |
| Internal and External moderation of EYFS. | Sept 2019 | On-going | N/A | SU / LR / CT |
| Develop phonics provision from EY’s to Yr2. | Aug 2019 | Dec 2019 | English Hub funding | CT / AB / LR / MP |