



Key Strategic aim:

To develop happy, engaged and co-operative learners by developing a strong team who deliver challenge and support for all children

Summary SIP 2017-2018

Leadership and Management

- Developing highly effective subject leaders and phase leaders
- Clear staffing structure with clear roles and responsibilities
- Use data and performance management to secure improvement
- Communicate and embed the message of challenge and support for all children
- Rigorous and robust PP and PM meetings; setting aspirational targets
- Provide a broad and balanced curriculum
- Establishing full GB with a wide skills set
- Training for GB
- Senior leaders to establish a climate of high expectations for all children.
- Analyse, challenge and support validity of performance data

Teaching, Learning, Assessment

- Clarifying challenge and support for all teachers.
- AFL is embedded to support, challenge, question and clarify
- Consistency and challenge in marking and feedback from clear objectives and success criteria
- Monitoring progress and attainment of vulnerable groups to ensure that difference is diminished
- Developing a KS2 thematic curriculum
- Developing Thinking Skills
- Interventions fully monitored and effective, with data to supports
- Gap analysis to inform teaching for individuals and groups
- Identifying curriculum areas that require development (writing)

Personal Development, Behaviour and Welfare

- Establishing a clear behaviour policy
- Promoting the school values of 'I CARE'
- Establish School Council in the summer term.
- Promoting value of regular school attendance
- Establish clear systems for monitoring attendance
- Rewarding good attendance
- Informing parents of attendance figures
- Promote awareness of health and safety through explicit teaching about good practice in safety and keeping healthy in and out of the school setting.
- Develop Thinking Skills
- Offer a range of after school clubs and monitor quality; assess impact

Outcomes for Pupils

EYFs 80% of pupils achieve GLD

Y1 75+% ARE
85% children pass Phonics Screening Check. Y2 80% retake pass

KS1 targets 2018:
R 80%
W 76%
M 82%
15% better than expected progress from GLD to end of KS1

Difference is diminished between disadvantaged pupils and their peers, ensuring the effective use and impact of pupil premium funding
All other vulnerable groups make good and better progress and some gaps will diminish between them and their peers, particularly in phonics and GLD.