

Key Development Areas	Key Success Criteria
<p>Development of Leadership and Management</p> <ul style="list-style-type: none"> - Governance; - Core & key leadership areas; - Curriculum subject leaders 	<ul style="list-style-type: none"> - Embed revised governor monitoring roles, so that individual governors can evidence how they have supported and challenged the school to improve outcomes for all pupils, whilst ensuring that the wider governing body are briefed on strengths and areas for development; - Core subject leaders are able to demonstrate how they use analysis of provision and data to encourage, challenge and support teacher's practice, so that outcomes for all pupil groups, especially disadvantaged pupils, is consistently above National and Local measures; to diminish the difference between pupils who are disadvantaged with their peers; - Further develop the impact of Curriculum Working Parties so that middle leaders can evidence how they have impacted on the quality of the curriculum.
<p>Quality of Teaching and Learning</p> <p>To develop teachers' ability to critically evaluate their impact on pupil progress and refine their practice</p>	<p>To develop teachers ability to critically evaluate their impact on pupil progress and refine their practice so that they:</p> <ul style="list-style-type: none"> - Use individual starting points to set appropriately high expectations for all pupils; - Use formative assessment, within & across lessons, to adjust inputs, tasks and reviews so they closely match the needs of pupils and the stage/phases of the learning journey; - Ensure that feedback is precise and leads to more substantial and sustained improvements over time; - Develop pupil ability to transfer their knowledge and skills to a high standard.
<p>Specific Core subject targets</p> <ul style="list-style-type: none"> - Maths - English - EYFS 	<p>Core subjects:</p> <p>Within mathematics:</p> <ul style="list-style-type: none"> - Embed learning sequences so that teachers ensure that there is a balance of fluency and reasoning; and that the use of concrete/pictorial images are fully embedded; - Improve 'Close the gap teaching' of core number skills for pupils at risk of falling behind <p>Within English:</p> <ul style="list-style-type: none"> - Embed the whole school approach to transcription and grammar - Embed the use of rich tasks and assessments within reading lessons, including use of supplementary texts to provide breadth; - Revise how success criteria are used within English to better support pupil needs; - Revise site of application literacy opportunities (vocabulary, reading/writing) across the curriculum so that these provide systematic opportunities for pupils to apply their knowledge in other subjects. <p>With EYFS and Year One Transition:</p> <ul style="list-style-type: none"> - Embed the use of AFL so that every child engages in highly challenging problem solving within mathematics; - Secure knowledge and skills within Prime areas and literacy for pupils at risk of falling behind.
<p>Wider curriculum</p> <p>(see Curriculum Working Parties Development Plans)</p>	<ul style="list-style-type: none"> - To continue to develop the curriculum for SMSC & Personal Development so that: recommendations from the RSE framework are fully implemented; Rights Respecting Education is embedded across the school; - To develop enquiry based medium term plans for History, Geography, Art; - Implementation of the school's new curriculum for computing and technology.