

OUR PUPILS EXPECT:

A stimulating and safe environment where all pupils are happy, helpful and honest with good manners.
An education that allows them to achieve in a range of contexts enabling them to gain a wide range of skills and knowledge.
Well behaved classmates.

OUR PARENTS EXPECT:

Pupils to learn at a first class school with an excellent reputation that gives pupils the opportunity to succeed.
An environment where every child is safe, treated as an individual and their personal development is central to success.
Well behaved and polite children.

OUR STAFF EXPECT:

To be treated with respect by all members of the community.
To be encouraged to continue their own learning journey through high quality training.
Pupils to come to school prepared to learn and open to making mistakes.
Well behaved and polite children.

OUR COMMUNITY EXPECT:

Our pupils and staff to be responsible citizens who respect the local environment.
Our pupils and staff to respect, value and participate in their local community.
Our Governors to challenge, monitor and evaluate the work of the school.

OUTCOMES

- 90% of children reaching expected standard at the end of Key Stage 2 in 2017 in Reading, Writing and Maths
- Closing the gap for disadvantaged pupils so that they are level with all pupils in Reading, Writing and Maths at the end of Key Stage 2
- 90%+ pupils achieving Phonics Threshold
- At least 90% of pupils meeting GLD

LEARNING AND TEACHING

- Teaching measured over time as good or better through the use of diagnostic testing
- New Curriculum - auditing present learning and what works well
- To provide better information on progress of pupils to all stakeholders
- To make better use of LSA's within classrooms

PERSONAL DEVELOPMENT & WELFARE

- Ensure at least 98% attendance
- To use the school council to develop pupil voice
- To maintain Healthy Schools status and support the introduction of a new SRE framework
- To explore the 'Thrive' programme with Philip Morant School

LEADERSHIP & MANAGEMENT

- To ensure the Governing Body continues to challenge the school and asks challenging questions
- To provide opportunities for Middle Leaders to gain professional qualifications to support the school
- To read widely and use research to inform teaching practice
- To ensure staff morale is high

Action	Impact	Cost	Monitoring	Date	Led By
To further improve effective questioning and supportive challenge to the schools leaders through joint governor training	The school continues to maintain excellent results and governors challenge leadership using well designed questions	£500 - for training	Governors	December 2017	Chair of Governors
To identify members of staff that would like to progress through the leadership structure of the school and provide professional opportunities and training to support their learning.	Improved delegation of activities within the school. Higher staff morale.	£2000	SLT	April 2018	HT
SLT to read at least 2 books related to educational practice or leadership within or outside of education a year and share their findings with the SLT and if appropriate the rest of the school staff.	Improved learning, teaching and leadership based on evidence supported by proven research. Higher knowledge base for SLT members.	£200 - for books	Curriculum Committee	March 2018	HT
Provide regular opportunities for staff to receive coaching and supervision from Senior Leaders. Provide opportunities for staff to voice ideas to raise morale	High morale for all members of staff and a better working and learning environment for all. Staff rates of absence reduced over a year	Time for coaching	Personnel committee	March 2018	SLT

Review: October 2017/January 2018

- Chair of Governors looking at training opportunities via the Link Governor role
- Staff Performance Reviews asking individuals to focus on a target that will support progression and professional opportunities
- SLT has shared 'Outliers' this year. Planning on sharing 'Switch' for the Autumn Term
- Opportunities for staff to talk with Key Stage Leaders have been made. SLT members offered a coaching session with the HT once per term.