



Quality of Education – 31's

- **Reading** : Improve the teaching of Early reading and implement a rigorous and sequential phonics programme in EY and Y1 , so that at least 85% of pupils achieve the phonics screening check and at least 80% achieve the expected standard in reading in Year 2
- **Ensure that the teaching of guided reading in KS2 is rigorous and sequential and that reading across the curriculum develops' pupils comprehension so that at least 85% of pupils achieve the expected standard in reading in KS2.**
- Ensure that the wider curriculum is planned sequentially and that the underpinning knowledge is accurately defined in curriculum plans.
Ensure that subject knowledge is planned around meaningful schema which build pupils' subject knowledge and help them apply new learning to familiar concepts
- **Assessment:** Teachers' use a range of recall strategies and low stakes assessment to address pupils' misconceptions and improve pupils' long term memory of underpinning knowledge in each subject
- **Maths:** Ensure children have a solid understanding of number/ place value and are able to confidently apply to a range of problem solving, being able to explain their reasoning. At least 25% of pupils achieve greater depth in mathematics in years 1-6
- **Writing:** Ensure that phonics knowledge is effectively applied across the school and sequential teaching of spelling leaders to at least 80% of pupils in each year group achieving the expected standard in writing.

Behaviour

Attendance rises to exceed the national average, attendance is carefully tracked and swift action taken when attendance falls below expectations
Those who need additional help with their behaviour receive effective support and make strong progress over time. Fixed term exclusions are reduced.

Leadership and Management

Subject leaders have established precisely what pupils need to know, in what order it is taught and the milestones for progress in each subject area. They have identified the training needs of staff and have checked how well pupils know and can remember the intended curriculum knowledge at least bi-annually.

Personal Development (Welfare and Behaviour)

Develop a systematically planned programme of curricular activity to develop pupils' character, their spiritual moral social and cultural development and understanding of British values. Pupils can articulate these aspects and their impact clearly. All disadvantaged pupils benefit from at least 1 extra curricular club.
Ensure that all disadvantaged pupils experience a range of extra curricular activities

EYFS / Post 16

Ensure that the curriculum is carefully planned and sequenced across the 3 EY classes, so that teaching builds on what pupils know and can do , and at least 75% leave EY at a good level of development
Ensure that phonics teaching in EY prepares pupils well for the next stage so that almost all children enter Y1 secure in reading and spelling set 2 sounds . Ensure those at risk of falling behind in reading are quickly identified and catch up is carefully tailored to their needs

Working with other schools

Professional networking helps subject leaders to define and develop their monitoring roles. Subject leaders work with others to develop pupil conference materials for monitoring pupils' subject knowledge