



- 1) **To continually improve and reflect on the quality and consistency of effective teaching (100% graded good and 50% outstanding) across the school through a focus on:**
  - High levels of pupil engagement in learning
  - High levels of cognitive challenge
  - Excellent use of assessment to support learning within lessons through effective questioning & feedback
  - Well differentiated pupil tasks that enable all pupils to demonstrate independence and rapid progress in their learning.
  
- 2) **To maintain high standards in reading, writing and maths across the school through the use of effective assessment and monitoring systems by**
  - Increasing the percentage of pupils achieving the combined expected standard and GDS in Reading, Writing, and Maths —by the end of each academic year, with a particular focus on Year 6 SATs outcomes.
  - Increasing the number of children achieving GDS with a focus on writing and maths.
  - To ensure that pupils across the school develop the skills they need in GPS through high quality teacher modelling, including subject specific vocabulary, that is accurately matched to year group expectations.
  - To ensure all pupils, particularly those in early years and Key Stage 1, develop strong phonics knowledge to support reading fluency and comprehension so that attainment is at least in line with National.
  - Ensure that any significant gaps/ barriers to educational success between groups of pupils (e.g. boys and girls, SEND and disadvantaged children) are addressed and gaps are diminished.
  
- 3) **To effectively develop the use of a specialist SEND hub to supplement classroom practice and meet the needs of highly vulnerable pupils with complex needs.**
  - To ensure that high needs pupils are timetabled to enable them to make good progress with personal targets.
  - Pupils have access to wave 2 interventions, which are tracked closely to enable pupils to make accelerated progress.
  - Staff across the school receive high quality CPD to ensure specialist interventions, including those targeted at improving speech and language, are delivered and tracked.
  
- 4) **To ensure consistency in teaching and learning across EYFS that is rooted in high expectations**
  - Create a stimulating, inclusive, and well-organised learning environment that promotes independence, curiosity, and engagement across all areas of learning.
  - Ensure all staff consistently engage in high-quality interactions that extend children’s thinking, language, and learning.
  - Embed ongoing, accurate, and meaningful assessment practices to inform planning and support individual progress.
  - Deliver a broad, balanced, and ambitious curriculum that builds on children’s interests and supports progression across all areas of learning.
  
- 5) **To ensure that middle leaders have appropriate distribution of responsibility and set consistently high expectations of all stakeholders and develop understanding of accountability:**
  - **Phase Leads** (EYFS/KS1/KS2)— effective analysis of interim assessments across the phase and actions to ensure progress for all; performance management and coaching of teachers within their phase; effective and rigorous mentoring of ECTs/students to ensure high expectations for quality teaching and learning are met by all.
  - **Year Leads** - effective analysis of interim assessments and actions to ensure progress for all; analysis of impact of Wave 2 Interventions; performance management of LSAs and coaching of teachers within their phase;
  - **Curriculum Leads** – successful application of quality mark for given subject; clear action plan to develop subject; confident ownership of subject area and proactive approach to sourcing and implementing new initiatives promoting high expectations and consistent outcomes throughout the Trust. Development of subject enrichment days (1 subject per ½ term). Each subject has planned opportunities across each year group of enriching educational visits to immerse children in learning focus
  - **Outreach support** – Class Teachers to work with other year group/ curriculum leads in Catalyst schools in planning and teaching and learning; monitor and ensure central drive is updated and resources are all accessible.
  - **System Leadership** – Contribute to training programmes for students and ECTs; training sessions led by outstanding practitioners. STEM Science/ ENTHUSE Partnership.
  - **New Lead teachers, Support staff ECTs, Student Teachers**, Effective training and support programme (Professional development) using new guidance/ training for ECTs, student teachers and apprentice LSAs.