



2018/19

Strategic Aims and Goals in our journey to be Outstanding

Leadership & Management		<p>To develop reflective practice on all levels using coaching and mentoring model</p> <p>To manage capacity in light of significant planned changes to the school (new school opening)</p>
		Key Success Criteria
Key Development Goals	1.1 Develop the school's approach to coaching and mentoring to develop outcomes on all levels	<ul style="list-style-type: none"> Shared understanding of coaching principles at WBPS All staff have the opportunity to coach and be coached 100% of staff report that coaching motivated them to move their practice forward in relation to their personalised action plan
	1.2 Staff to provide peer support to designated local schools	<ul style="list-style-type: none"> Headteacher of partnership school is fully inducted Local school's SLT feel confident in their strategic role
	1.3 Subject leadership to drive our school's next steps in the wider curriculum	<ul style="list-style-type: none"> Subject Leader's triangulated monitoring is used to reshape specific units of work. All units promote opportunities for oracy through the use of progressive language structures 100% of pupil voice records engagement and challenge as being significant within revised units of work
	1.4 Following on from the staff restructure, changes to school to school support and the impending new build, refine school roles and responsibilities	<ul style="list-style-type: none"> All staff are clear about revised roles following restructure Standards are at least maintained across all areas and all years Core policies reflect revisions to recent practice and encourage outstanding practice
	1.5 Ensure smooth transition of existing infrastructure into new build	<ul style="list-style-type: none"> 100% of decant plan (including identified risks and contingency plans) achieved All teaching environments and communal areas are fit for learning and support good/outstanding practice by Easter 2019 Positive feedback from parents, pupils and staff collated
Learning, Teaching and Assessment		<p>To develop and extend children's language capability, within a language rich environment, to support the acquisition of core skills</p> <p>To revisit and refine the school's approach to the teaching and learning of maths mastery for all learners, particularly for our rapid graspers</p>
Key Development Goals	2.1 Teachers maximise learning opportunities to further develop language capability across the whole curriculum, within the context of a language rich environment	<ul style="list-style-type: none"> All subjects include opportunities for sentence stem work All learning environments contain appropriate word level work that is aspirational and contextualised Final outcomes across the curriculum (both written and spoken) are language rich Through strengthened provision, disadvantaged pupils have diminished the difference
	2.2 Teachers deepen children's understanding and application of vocabulary through oracy, reading and writing opportunities	<ul style="list-style-type: none"> All T4W planning is revised with aspirational vocabulary expectations alongside ARE grammar features Writing units facilitate use of sentence stems in discursive work, modelled writing, texts and writing outcomes Guided Reading practice continues to strengthen by embedding recent work on teaching of inference Reading and writing outcomes are in line with class target setting To further accelerate the rate of progress in Reading and Writing for all disadvantaged pupils with low starting points
	2.3 Teachers deepen their knowledge of what Maths mastery is to further develop practice	<ul style="list-style-type: none"> Accelerated progress in target year groups 100% of teaching staff have a common understanding of the 5 big ideas which underpin maths mastery 100% of classroom environments promote and support the acquisition of maths mastery

Personal Development, Behaviour and Welfare	To ensure whole school attendance is at least 96% To embed the principles of WWO alongside Bronze accreditation To refine whole school approach to Online Safety to reflect exemplary practice	
		Key Success Criteria
Key Development Goals	3.1 Maintenance of systems and structures around attendance drive 2017-2018 3.2 Refine WWO overview following evaluation from first annual cycle of learning according to needs of our school 3.3 Extend WWO principles into related areas of the curriculum 3.4 Ensure all staff continue to embed a consistent approach to WWO 3.5 Refine Online Safety to reflect exemplary practice in relation to safeguarding and curriculum provision	<ul style="list-style-type: none"> Attendance is at least 96% in line with National expectations Vulnerable groups attendance is at least in line with National expectations 100% of PSHE, PE and Music lessons reflect the WWO principles 100% of staff, pupils and Governors to receive up to date Online Safety training to ensure all are equipped with necessary skills and understanding Increase the % of the wider school community attending Online Safety workshops by 10%, focusing on target families
Outcomes for Pupils	To increase % of cohort specific children from vulnerable groups making at least good progress, diminishing the differences with Age Related Expectations	
Key Development Goals	4.1 Review intervention strategy across the school and complete recommendations of SEND audit 4.2 Ensure smooth induction of current role and responsibilities to new SENDCo and INCO Leader 4.3 Outliers' learning gaps, as identified through assessment, are used to target personalised provision	<ul style="list-style-type: none"> Intervention is more inclusive, reshaped and supports all groups Intervention further accelerates the progress of SEN and PP pupils 100% of recommendations from the Poverty Proofing Audit are actioned 100% of recommendations from the SEND audit are actioned New SENCo is confident in their role and the schools systems and structures 100% of outliers assessment is used as an ongoing tool and ensures planning is targeted 100% of planning shows that outliers' provision is tailored to needs and strengths 100% of pupil voice shares that provision is tailored to needs and strengths
EYFS	Further develop the strengthened learning environment to enable substantial and sustained progress in all areas and for all pupils/ groups from their starting points	
Key Development Goals	5.1 Continue to strengthen outcomes for disadvantaged pupils, with a focus on Reading and Writing 5.2 Review and refine assessment systems to further strengthen communication with parents/carers and to support ongoing assessment for learning 5.3 Tailor the outdoor learning environment supporting continuous provision and inspiring meaningful learning experiences that strengthen communication and language skills 5.4 Continue to foster PSED through WWO activities 5.5 Review, consolidate and refine exemplary practice in the learning environment when setting up EYFS in the new school	<ul style="list-style-type: none"> Established Early Bird work, creating meaningful writing opportunities in Reception class Established Talk for Writing role play areas in the outdoor learning environment throughout EYFS Increase % of FSM children achieving ARE in Reading and Writing from 57% to 62% Highly effective assessment system in place throughout EYFS, enabling teachers and parents to regularly share key information and ways forward Outdoor learning planner enables meaningful Talk for Writing and PSED opportunities Effective continuous provision is progressive throughout each term, building on learning and skills from previous term Weekly WWO sessions are planned and across the EYFS phase to create meaning learning opportunities EYFS learning environment continues to enable meaningful PSED experiences Increase % of children achieving GLD in PSED to 70% New build EYFS classes reflect school's values and visions for excellent learning