

IDENTIFIED PRIORITIES: Linked to Academy SEF updated March 2016

Effectiveness of leadership and management

1. To develop subject leadership (and embed the effectiveness of senior leadership) throughout the academy.
2. To develop a creative and innovative curriculum and monitor its impact across the academy.
3. To develop a programme which includes a wider range of extra-curricular clubs & activities.

Quality of teaching, learning and assessment

4. To achieve 100% good or better teaching, by improving the use of support staff; raising expectations; maximising pupil participation; enabling children to lead their learning; increase the effectiveness of marking and feedback; and developing the teaching of reading comprehension.
5. To improve the systematic teaching of basic skills e.g maths, SPAG and phonics.
6. To look at additional ways of communicating with parents.

Personal development, behaviour and welfare

7. To implement a continuous programme of healthy living advice and support for pupils and their families.
8. To improve attendance so that it is at least in line with national.
9. To improve behaviour for learning through the provision of a stimulating and enjoyable curriculum.

Outcomes for children and learners

10. To improve writing in KS2, especially for boys and disadvantaged.
11. To improve SPAG results at KS2.
12. To further increase the phonics pass rate to narrow the gap between academy and national.
13. To continue to narrow the gap between academy and national, in attainment in maths, reading and writing at Key Stage 1.
14. To improve the attainment of boys across the academy.

Effectiveness of the early years provision

15. To continue to improve our Early Years Foundation provision through embedding new baseline assessments and implementing new strategies.
16. To improve the attainment in EYFS of those pupils born in spring and summer terms.
17. To extend children's critical thinking skills in EYFS.
18. To further develop the use of new outdoor learning spaces in EYFS to enhance and enrich the overall learning.
19. To improve attainment of EAL children in EYFS who do not have any spoken English.
20. To improve opportunities to enhance the children's characteristics of learning.
21. To further develop the use of adult interactions to take learning forward.