

Objective	Key Actions	Key Success Criteria
1. To develop and spread our excellence in teaching and learning	Implement "Lesson Study" and develop "Lead Practitioners" Purchase and utilise video-recording resource for professional development Carry out in-depth audit of CPD and share research Create opportunities for staff to share within and beyond school Embed deeper reflection as part of Appraisal process All of leadership team to undertake coaching training Drip-feed "Growth Mindset" talk, supported by INSET	There is a strong culture of reflective practice - staff can readily identify progress they have made & are enthused about their next challenge - staff identify themselves as active learners Most teachers demonstrate excellence in their teaching Evidenced improvement and excellence in quality of teaching re questioning and feedback
2. To develop children's learning skills	Implement CAPTURE as part of Wray Common Way, incl INSET Develop guidance as part Teaching & Learning expectations Ensure explicit strategies taught for children to plan, monitor and evaluate their learning - with support & independent - INSET time Maintain, develop and embed engaging curriculum Develop school-to-home "talk links"	Significant majority of children: - display a thirst for learning - take responsibility for their learning - demonstrate an ability to plan, monitor and evaluate their learning - view themselves as learners
3. To raise standards in all subjects	Utilise Quality Marks scaffold to support improvement process Developmental monitoring and feedback cycle Targeted one-to-one support for leaders Subject-specific INSET space, particularly re Science and Computing Development of outdoors supporting learning	Good teaching and learning is evidenced across the breadth of our curriculum Excellence is demonstrated in many subjects Progression in skills from year to year realised
4. To develop outdoor learning	Develop playground, woods, allotment and pond, with training as appropriate Develop Year 2 and EYFS outdoor learning Embed allotment and pond into written curriculum	Children frequently use the outdoors as an effective part of their learning, including pond Children cook using food they have grown
5. To embed high quality inclusive thinking and practice	Increase quality and quantity of teacher-parent conversations re SEN Develop specific practices re dyslexia INSET re mental health and targeted development of social and emotional support Implement targeted reading initiative for children entitled to Pupil Premium (FSM) Rigorously evaluate impact of interventions and resources	Vast majority of children entitled to Pupil Premium (FSM) make rapid progress and better than Non-FSM Attendance of children entitled to Pupil Premium above 95% Most children with SEN make accelerated progress and many make rapid progress Most parents of most vulnerable heavily engaged with the school re learning Children with challenging behaviour make significant improvements 30% reduction in "serious incidents" Inclusion Quality Mark achieved
6. To nurture our prize asset - staff	Purchase electronic pupil tracking system Further increase communication time between teachers and TAs Smaller phase teams Peer-supported teacher development through lesson study Coaching training for leadership team One-to-one support for individual leaders Purchase Singapore Maths to support efficient and effective planning	Staff maintain their well-being and develop their motivation despite high challenge Limited staff turnover
7. To raise standards in Maths	Purchase and implement Singapore Maths scheme Monitoring and feedback cycle, with consultant support Develop partnership with group of schools Implement pre-teaching to support lowest attaining children Target under-achieving children as part of Appraisal Develop instruction and continuous provision in EYFS	Lowest attaining children, children with SEN and children entitled to Pupil Premium make accelerated progress and narrow gaps Vast majority of children make at least expected progress; many children make accelerated progress
8. To embed excellence in the teaching of Writing	Monitoring and feedback Target under-achieving children as part of Appraisal High quality induction and training for new staff and trainees Share practice beyond school	Accelerated progress in every year group & for all groups Children developing and applying their skills across the curriculum
9. To develop capacity to improve	Create and facilitate opportunities for teachers to support other teachers within school and beyond Ensure developmental opportunities for leaders at all levels Develop broader Maths and English teams Keep same leaders in position where possible Leadership team to undertake coaching training Targeted one-to-one support for leaders Leaders to attend network meetings	Leadership, as evidenced by their impact, have enhanced their capacity for further improvement Teacher and leaders display a "growth mindset" Limited staff turnover All Governors understand strengths & next steps re their area of responsibility & give up-to-date information to the governing body on the quality & effectiveness of provision
10. To develop impeccable behaviour	Mental Health INSET, ELSA training - and follow-up Personalised behaviour plans which are shared and implemented Develop "play leaders", "peer mediators", "sports leaders" and "restorative approaches" Introduce UN Convention on the Rights of the Child Review SMSC/PSHE, address gaps and develop depth Develop Wray Common Citizens approach Implement CAPTURE Develop SMSC/PSHE opportunities at play/lunchtimes Develop pupil voice through Soapbox assembly/School Council cycle	Most children behave impeccably most of the time Most children with significant challenging behaviour make significant improvements 30% reduction in "serious incidents" Increase in % of staff who feel supported re behaviour Increase in % of children who feel adults are fair Increase in % of children who say that children are kind to them
11. To ensure that our "excellence" is reflected in our premises	Paint and carpet shared areas, offices & classes Replace ceiling from Rangers entrance to EYFS Create engaging Infant Library Create engaging displays & hang photos of children around school Develop Junior Playground with additional play zone Purchase new tables for dining hall	All areas of the school are consistently tidy and clutter-free Displays and the fabric of the school are of high a quality The school looks as good as the learning going on