

Overall Effectiveness: the quality and standards of education	Effectiveness of Leadership and Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Outcomes for Pupils
<p>To ensure that safeguarding practices are effective across the academy.</p> <ul style="list-style-type: none"> Embed e safety into the curriculum across the academy Anti-Bullying practices embedded to reduce issues raised LGBT greater awareness for all Improve the security of staff technology use in and outside the academy Improve site security with the introduction of controlled access and gates CP record keeping to be reviewed in response to audit actions Parental & pupil surveys to be conducted regularly to ensure that issues are dealt with. Launch Keeping Children Safe in Education (KCSIE 2016) and ensure all staff are aware of any changes. 	<p>For Governors and Leaders to work effectively and collaboratively to ensure accountability and high levels of challenge for all aspects of school performance and standards.</p> <ul style="list-style-type: none"> Ensure the views of all stakeholders' impact of the vision and improvement of the academy through the use of surveys. Collaboration with HAT and LGB Monitoring schedules and evaluation of impact embedded to raise standards. Appraisals to be embedded for all staff to raise standards. Increase parental engagement / surveys. Governor visits to take place regularly matched to the AIP. 	<p>To ensure high levels of subject knowledge across the curriculum from teaching staff impact on pupils enjoyment of learning, progress and outcomes</p> <ul style="list-style-type: none"> Talk 4 Writing Shanghai maths – intelligent practice Reading and SPAG Phonics Science PQSM Award Non-core subjects PSHEe Lead Learners 	<p>To embed a culture of high expectations for positive attitudes to learning and one another in order to create a supportive climate to promote learning.</p> <ul style="list-style-type: none"> Launch Behaviour for Learning Policy and embed sanctions. Monitor behavioural incidents and reduce exclusions especially for PP. Further embed SMSC, British Values, Collective Worship Launch the Art of Brilliance Pupil Parliament / Eco Committee Sports Leaders Peer mediators Buddy system and buddy reading 	<p>To increase the percentage of pupils making a minimum of 6 steps progress in every year group.</p> <ul style="list-style-type: none"> Boys progress Reception to Year Six Embed monitoring processes to track progress of all pupils Appraisals directly linked to pupil outcomes Review PPM and target setting Effective planning and assessment to inform judgements Feedback / responses from pupils
<p>To ensure the Teaching School Alliance sustainability in meeting local needs to improve standards and outcomes for young people.</p> <ul style="list-style-type: none"> Increase Initial Teacher Training applicants and placements. Offer a wide range of professional development opportunities for all staff from NQT's to leadership development. To broker high quality school to school support packages. Ensure financial sustainability by generating income from local provision and successful bids from central funding. 	<p>To develop a core offer of professional development at all levels across the academy and wider to ensure succession planning for staff.</p> <ul style="list-style-type: none"> Embed the new SLT structure Lead Practitioners/ Lead Learners Development for NQT's Specialist Leaders in Education (SLE) Increase the number of support staff accessing ITT or higher/further education Specialist maths programme NPQML and NPQSL Primary Writing Project Curriculum training for all staff 	<p>To develop a creative curriculum that will engage and inspire pupils to become inquisitive life-long learners.</p> <ul style="list-style-type: none"> Hands on activities Wow, middle and celebration of Learning Journeys Pupil led activities Young enterprise style activities Aspirational activities Links to Brighton University Celebration of learning Engaging parents through training, shared learning Ambassadors Accessible for all 	<p>To ensure that all pupils needs are met through the creative use of additional funding including Pupil Premium and the Inclusion Team to ensure that all pupils succeed in all aspects of learning and development.</p> <ul style="list-style-type: none"> Embed Thrive approaches Proactive rather than reactive Attendance and punctuality School uniform Soft landing (mornings) Alternative provision Role of PSA Triple PPP programme 	<p>To increase the percentage of pupils achieving national standard or age-related expectations in every year group.</p> <ul style="list-style-type: none"> Reduce PP gap Reduce SEND gap Increase Writing outcomes Year 2 and Year 6 including SPAG Increase Maths KS2 outcomes Increase reading outcomes across KS2 (inference) Boys attainment across the academy
<p>EYFS – To ensure that e-safeguarding practices are effective across the academy.</p> <ul style="list-style-type: none"> Embed age appropriate e- safety code for EYFS Embed practitioners and parents' understanding of e – safety both inside and outside of the academy. 	<p>EYFS – To ensure that all strands of the Leadership structure are effective in ensuring the quality of provision remains high.</p> <ul style="list-style-type: none"> Embed appraisal and supervision cycle Increase accountability of Room Leads to identify gaps or inadequate progress. Embed audits and assessments of the indoor and outdoor provision to ensure experiences are well matched to children's progress. Embed Home Learning partnerships – toy library and workshops for parents – healthy lunchboxes, independence early phonics, reading and maths. 	<p>EYFS – To ensure that all practitioners uphold high levels of EYFS knowledge across the curriculum in order to support the development of the whole child.</p> <ul style="list-style-type: none"> Training to deepen understanding of child development and identifying Next Steps. Ensure ownership and accountability of key planning and assessment through training and monitoring. Ensure rigorous tracking through consistent and moderated use of Target Tracker. Launch PPM meetings with Room Leads Planned Team teaching opportunities across EYFS. Greater understanding of early phonic and pre- reading and writing skills. 	<p>EYFS – to ensure that all pupils individual needs are met through a rich environment and provision with varied programmes of support where required.</p> <ul style="list-style-type: none"> Developing Forest School programme for 1-3 year olds. Embed further understanding of healthy eating and choices both within and outside the nursery through Funky Foods. Developing emotional vocabulary through PSED experiences and strategies. Review the range of intervention and enrichment groups. Ensure provision for EYPP children is appropriate and effective. 	<p>EYFS – To increase the percentage of pupils making good progress from starting points to achieve or exceed developmental milestones.</p> <ul style="list-style-type: none"> Increase GLD outcomes at the end of Reception Ensure that the gap between PP and non PP is reduced and closed. Ensure the gap between SEND and non-SEND is reduced and closed. Ensure gap between girls and boys reading/writing is reduced. Increase the percentage of pupils achieving exceeding in all GLD areas. To ensure that revised 2 year old checks are embedded and used effectively to ensure accelerated progress is made.