

## Section 2-Priorities For School Improvement from School's Self-Evaluation

<b>1. Leadership and Management</b>		<b>2. Quality of Teaching, Learning and Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Tighten the processes for gathering, using and making even more accurate, information about pupil's performance and their well being</i></li> <li>• All leaders create a climate in which staff are motivated and trusted to innovate</li> <li>• <i>Share more widely the effective practice that already exists.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Teaching of reading is planned very effectively to make maximum use of lesson time. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</li> <li>• <i>To challenge our most-able pupils across the curriculum and develop resilience to failure</i></li> <li>• Teachers provide pupils with incisive feedback and pupils use it effectively</li> </ul>	
<b>3. Personal Development, Behaviour and Welfare</b>	<b>4. Pupil Outcomes</b>	<b>5. Early Years Foundation Stage</b>	
<ul style="list-style-type: none"> <li>• Persistent absence to reduce to at least below 8%</li> <li>• Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.</li> <li>• Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve even higher in the national phonics check and exceed national averages.</li> <li>• Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications in all year groups</li> <li>• Progress across the curriculum is substantial and sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is accurate and based on high quality observations.</li> <li>• Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.</li> <li>• Highly focused professional development improves the quality of teaching.</li> <li>• Almost all children, including children who have special educational needs and/or disabilities, disadvantaged children <i>and the most able, are making substantial and sustained progress.</i></li> </ul>	