



Planning for Achievement

“Nurturing lives through Christian values”

Priority 1: Pupils Outcomes

Improve attainment and progress for all cohorts, including the most able and vulnerable groups in **Reading, Writing and Maths**, ensuring that it is at least in line with ARE and in line with end of phase and key stage national averages by no later July 2018.

Priority 2: Effectiveness of Leadership and Management

Develop the impact of all leadership and management so that teaching is at least good and pupils' outcomes are at least in line with national averages by no later than July 2018.

Enhance leadership capacity so that improvements in achievement and the quality of teaching are robust and sustainable over the long term.

Priority 3: Quality of Teaching

Develop teaching over time so that it is at least good in all classes and results in outcomes that are at least in line with national averages in all classes and key stages by July 2018.

Priority 4: Pupils' Personal Development, Behaviour and Welfare

Continue to improve pupils' behaviour for learning in lessons, reducing incidence of low level disruption so that all children are able to make good or better progress in lessons and achieve well.

Continue to improve pupils' behaviour around school and at playtimes, establishing a calm and purposeful climate at all times.

Improve parental engagement in order to enable them to support their children more effectively with learning.

Priority 5: The effectiveness of Early Years Provision

Improve leadership and management, quality of teaching, learning & assessment, how the provision contributes to personal development, behaviour & welfare, and outcomes all children including vulnerable groups at **GLOD**, ensuring that it is at least in line with national & Wiltshire averages by June 2018.

Key focus for 2017-2018

Writing at all levels

Progress of disadvantaged pupils in reading and writing

Priority 1: Pupils Outcomes

Improve attainment and progress for all cohorts, including the most able and vulnerable groups in *Reading, Writing and Maths*, ensuring that it is at least in line with ARE and in line with end of phase and key stage national averages by no later July 2018.

Steps to Success:

- ✓ Children make at least expected progress from their starting points (ie at least 3 progress points per year – 12 points over KS 2)
- ✓ Reduced attainment gap between PP/ Disadvantaged and non PPDA cohorts
- ✓ Overall attainment is more closely aligned to national averages
- ✓ At KS 1, sustain and improve the proportion of children who achieve at GDS in all subjects
- ✓ At KS2, improve the proportion of children who achieve at GDS in all subjects, to be in line with national averages

Priority 2: Effectiveness of Leadership and Management

Develop the impact of all leadership and management so that teaching is at least good and pupils' outcomes are at least in line with national averages by no later than July 2018.

Enhance leadership capacity so that improvements in achievement and the quality of teaching are robust and sustainable over the long term.

Steps to Success:

- ✓ All leaders know the school's strengths and areas for development
- ✓ Governors rigorously hold the school to account through a cycle of monitoring and evaluation
- ✓ Subject leaders are monitoring, evaluating and impacting upon outcomes in their subject areas
- ✓ New Headteacher is effectively inducted into his new role and quickly understands the school's strengths and areas for development, to make effective plans to secure school improvement.

Priority 3: Quality of Teaching

Develop teaching over time so that it is at least good in all classes and results in outcomes that are at least in line with national averages in all classes and key stages by July 2018.

Steps to Success:

- ✓ By October there is a clear set of non-negotiables and expectations published regarding what makes a great lesson and ensures that all teaching including that of the TA's is effective
- ✓ By December 2017, non-negotiables are observed in all lessons
- ✓ By July 2018 – 100% of teaching is at least good with some outstanding practice seen

Priority 4: Pupils' Personal Development, Behaviour and Welfare

Continue to improve pupils' *behaviour for learning* in lessons, reducing incidence of low level disruption so that all children are able to make good or better progress in lessons

and achieve well.

Continue to improve pupils' behaviour around school and at playtimes, reducing aggressive play and establishing a calm and purposeful climate at all times.

Improve parental engagement in order to enable to them to support their children more effectively with learning.

Steps to Success:

- ✓ Lesson observations / pupil voice show that pupils are engaged and motivated in their learning
- ✓ Behaviour policy is reviewed and implemented consistently and has a greater impact. The policy is known and understood by all members of staff
- ✓ Children with specific needs have their own support plan
- ✓ Incidents of challenging behaviour are well documented and over time show that strategies are effective and incidents are reduced
- ✓ There is evidence that all parents are actively encouraged to take an interest in their child's education eg through attendance at parental consultations

Priority 5: The effectiveness of Early Years Provision

Improve leadership and management, quality of teaching, learning & assessment, how the provision contributes to personal development, behaviour & welfare, and outcomes all children including vulnerable groups at **GLOD**, ensuring that it is at least in line with national & Wiltshire averages by June 2018.

Steps to Success:

- ✓ By October there is a clear set of non-negotiables and expectations published regarding what makes a great lesson and ensures that all teaching including that of the TA's is effective
- ✓ Following EYFS Review on 1 November with Kathryn Toyne from County, implement actions to ensure that provision in all areas is at least good
- ✓ Children are well prepared for KS 1