

Long Term Vision & Success Criteria 2023-2026

EYFS Outcomes	Phonics Outcomes	Key Stage 1 Outcomes
<ul style="list-style-type: none"> ● Sustain 100% expected or better progress from baseline. ● Sustain above National GLD. ● Improve Early Reading Outcomes. ● Sustain above National RW & Number ELG. ● Sustain above National exceeders in RW & Number ELG. ● Ensure pupil groups make expected or better progress. ● Ensure vocabulary is a key focus to improve children’s speech and language. 	<ul style="list-style-type: none"> ● Sustain above National Y1 phonic screening results. ● Achieve 100% pass rate at Y2, leaving no child entering KS2 without secure phonic ability. ● Implement intervention (where necessary) in order to achieve a 100% pass rate for disadvantaged pupils. ● Improve the quality of teaching & learning of phonics using the new scheme and ensure this is embedded. . 	<ul style="list-style-type: none"> ● Increase the % of children achieving expected standards in combined RWM. ● Increase the % of children achieving both expected and greater depth standards in W. ● Rates of progress from EYFS improve further with a much greater proportion of pupils making better than expected progress. ● Diminish the gap between disadvantaged pupils and National Others. ● Ensure vocabulary is a key focus to improve children’s speech and language.
Key Stage 2 Outcomes	Quality of Education	Behaviour and Attitudes
<ul style="list-style-type: none"> ● Sustain above National attainment in RWM for both expected and above expected standards. ● Continue to improve outcomes (at both expected and greater depth) and progress in W so that they are in line with RM. ● Continue to improve outcomes in Science in line with RWM. ● Diminish the difference between disadvantaged pupils (including LAC) and National Others. ● Develop collaborative working across KS2 to ensure teachers have a deeper understanding of end KS2 expectations. ● Ensure vocabulary is a key focus to improve children’s speech and language. 	<ul style="list-style-type: none"> ● Aim to increase % of teaching to outstanding through targeted CPD. ● Ensure all subject leaders focus on assessment and how to improve pupils outcomes even further. ● Continue to develop a varied curriculum throughout the wider curriculum. ● Sustain consistent T&L of RWM & S across school for progression of skills and knowledge. ● Raise standards in writing, especially GDS Y6 ● Embed the assessment system to ensure it is effective in promoting pupil progress. ● Embed same day or early intervention to ensure all groups of pupils make good or better progress – keep up not catch up strategy. 	<ul style="list-style-type: none"> ● Update and implement a new whole school behaviour policy with a focus on high quality CPD. ● Ensure opportunities for children to keep mentally healthy through a personalised PSHE programme. ● Continue to gain pupil voice and listen to feedback in order to improve children’s attitudes to learning. ● Develop the support provided to vulnerable pupils (including LAC) and families who require SEMH / Well Being Worker / FEHA intervention. ● Continue to embed SMSC through the school values. ● Develop and embed opportunities for pupils to actively support the wellbeing of other pupils.
Personal Development	Leadership and Management	SIAMS
<ul style="list-style-type: none"> ● Ensure Middle Leaders ‘champion’ their subjects so that the curriculum extends beyond the academic. ● Provide children with the opportunities and support for courageous advocacy. ● Provide children with opportunities and experiences to be active citizens in the local and wider community. ● Provide a range of clubs to enable children to develop and discover their interests and talents. ● Provide children with opportunities and experiences through a range of projects and learning in order to prepare children for future success. ● Develop children’s interests and talents through Performing Arts and Music (York Arts Education). ● Ensure opportunities for children to keep physically and mentally healthy through extended learning. ● Ensure children are prepared for life in Modern Britain through the curriculum and opportunities to extend learning. 	<ul style="list-style-type: none"> ● Sustain and build upon overall good attendance so that it reaches >96.5%. ● Ensure Governor’s increased level of challenge demonstrates a positive impact on the work of the school. ● Continue to develop the Senior Leadership team for effective accountability and to build capacity. ● Ensure staff all support the strong culture of safeguarding with training and CPD. ● Continue to develop the Middle Subject Leadership team to drive effective delivery of an engaging and ambitious curriculum with a focus on assessment. ● Ensure staff well-being and workload is managed effectively. ● Support and develop the Admin team to ensure office systems and processes are efficient and compliant. ● Manage the budget in line with the staffing structure. 	<ul style="list-style-type: none"> ● Embed the Christian vision and values across whole school. ● Ensure the successful implementation of the new SIAMS framework. ● Develop pupils’ understanding of diversity and difference within the Christian church and other local, national and global faith communities. ● Develop the opportunity for global links with St Paul’s Church. ● Focus on national and global faiths and extend children’s learning opportunities. ● Set-up programme of Church/Gov/Peer observation of collective worship to share good practice and identify next steps. ● Set up ‘School goes to Church’ and encourage community links.

Overview of Key Priorities 2023/24

2022/2023 Key Priority for Improvement	Led by	Team	What will Success look like?	Progress				
				S	U	D	E	C
<p>The Quality of Education Raise standards through teaching and learning by subject leaders ensuring that staff are using the most effective strategies to assess and extend pupils' knowledge further.</p>	HT	All teachers	<ul style="list-style-type: none"> A focus with staff on assessment within foundation subjects will ensure all teachers feel confident in their assessment and progress for individuals. We will look carefully at the marking and feedback ensuring it provides opportunities for progress. A focus on defining the end of project quizzes will ensure any gaps in knowledge are addressed. Subject leaders will support teachers within their subjects to develop assessment opportunities. Knowledge led teaching will provide children with the opportunity to ensure that they keep the key knowledge needed for the foundation subjects. Subject leaders will ensure that all subjects allow progression of skills and knowledge so children can learn and develop through the curriculum. Vocabulary will continue to be a focus to support children to learn new vocabulary throughout all curriculum areas. Writing will be a key focus with writing CPD for staff linked carefully to the curriculum to ensure that children see a purpose for writing. Continuing to work with the Yorkshire Riding Maths Hub for Maths Mastery CPD will ensure staff in EYFS/KS1 and KS2 improve mastery across school. The Inclusion Leader will focus on ensuring that each child with an EHCP is making progress to meet their full potential with their EHCP targets. We will continue to work towards achieving the Science Quality mark with the end assessment this year. Governors should visit the school often to provide a high level of support and challenge with SLT, including gaining pupil voice and meeting with their link subject leader. 					
<p>Behaviour and Attitudes With a focus on restorative practice and whole school CPD, embed the new behaviour policy.</p>	HT	CC EH SE	<ul style="list-style-type: none"> The new behaviour policy will be rolled out and embedded across the school. Any new staff will receive Emotion Coach Training. We will continue to work towards achieving the Dyslexia Quality Mark. PSHE assessment will be developed to support an understanding of learning (see above). Behaviour and attitudes will ensure children feel safe and have an understanding of how to stay safe and the PSHE curriculum will allow for opportunities to learn and reflect. Playground games and Y6 buddies will support behaviour on the playground. A focus on rapid ELSA and the wellbeing worker support where needed will improve identified children's wellbeing, ensuring pupils receiving ELSA are making progress. Pupil voice will show that wellbeing across school has improved. TA's will focus on supporting children on a day to day basis and therefore improve wellbeing. 					
<p>Leadership and Management Leaders, including governors, will work to strengthen attendance and attitudes to school.</p>	HT	CC TM Office	<ul style="list-style-type: none"> Attendance leader to analysis data fortnightly to look at patterns in attendance. Attendance leader to work with families who are persistent absentee's to improve attendance. Attendance leader to work with CYC to support attendance across the school. Governors should visit the school often to provide a high level of support and challenge regarding attendance. Regular attendance updates will be shared in the parent newsletter. Regular attendance updates will be shared in the governor meetings. 					
<p>Personal Development Focus on courageous advocacy through wider curriculum opportunities providing children to lead projects to support this.</p>	HT	CC SH SE	<ul style="list-style-type: none"> Staff will receive support and CPD in courageous advocacy and what this looks like across school. Pupils will be supported with any opportunities to advocate. Picture news will continue to be shared but used as an opportunity to promote courageous advocacy. Any opportunities to advocate through the curriculum will be explored and teachers will take children's lead. School council will continue and children will be actively involved in wider school debates and share courageous advocacy ideas. A focus on SMSC and British Values will support children and staff to be active citizens, through carefully planned activities including activities in the wider community. Children will learn how to debate respectfully, taking into account the views of others. Careers Week for Y6 in Summer 2 will ensure that the children are well prepared for the 21st century. 					
<p>Early Years Work with CYC on the Early Talk for York project to strengthen speech and language support across early years and then the whole school.</p>	HT	CC DP	<ul style="list-style-type: none"> EYFS will work with CYC and Early Talk for York/Wellcomm to strengthen speech and language and vocabulary skills across EYFS. The EYFS teacher will receive her Level 4 certificate and be able to train other staff members the following year. Vocabulary will continue to be a focus to support children to learn new vocabulary throughout all curriculum areas and support children's speech and language. Early assessments will identify any extra support and close the gap within communication and language skills. GDL will continue to be above National. The % of children making good or better progress will improve through internal assessments. 					
<p>SIAMS Continue to build upon and embed our school church practices, building links with the wider community with a continued focus on diversity and difference.</p>	HT	CC SH SE	<ul style="list-style-type: none"> The RE and PSHE LTP will be developed to include enrichment opportunities so that children learn through quality experiences about the world around them. Links with the local community will allow an understanding of diversity and difference within the Christian church and other global faith communities. Pupil voice will demonstrate that children have a wider understanding of diversity and difference within the Christian church and other local, national and global faith communities. Staff CPD will support staff to develop diversity and difference within the Christian church and other local, national and global faith communities. Links with the Church will allow us to develop our links with global faith communities. Self-evaluation demonstrates collective worship feedback from a range of groups. RE Enrichment will allow children to develop a further understanding of diversity. Deeper questioning in RE will allow children to develop a deeper understanding of faith on a global level. 					

Key: Started Underway Developed Embedded Completed

Detailed action plans are being developed with Subject Leaders for each subject