

Effectiveness of Leadership and Management

- Empower all leaders to create thriving learning cultures and ambitious forward thinking teams
- Enhance staff skills in effective team-working throughout school – clear open communication, solutions focused, time efficient & optimising personal strengths
- Coaching, mentoring and focused CPD enable best practice to develop & spread
- Knowledge and rigour of governing body enhances strategic leadership
- Staff development at all levels boosts sustainable high ambition and outcomes

Success Criteria

- EoY outcomes -attainment & progress, show % increase especially in GD/ exceeding
- Staffing teams cohesive, success & solutions focused- clear impact
- Confident and consistent embodiment of school ethos and values evident throughout our school community
- Effective support & challenge of governing body in holding leaders to account and moving the school forward

Personal Development, Behaviour & Welfare

- Ensure rigour and positive impact of provision for vulnerable learners including those with challenging behaviour and mental health needs
- School culture embeds care, mutual respect and SMSC to enhance ethos & thriving culture for learning. Collaboration and support for staff is also highly effective.
- Develop & extend children's understanding of learning through embedding actions, supports and meta-language linked to 'Skills of Successful Learners'
- Provision for SEN enhances attitude, progress & levels of independence

Success Criteria

- Evidence consistent cohesive school culture promoting core values & learning for all
- Achievement, progress, attitude & resilience of vulnerable learners strengthened
- Evidence shows increased understanding of all learners in social, moral, spiritual and cultural development and our shared school values
- Children apply supports for learning to enhance the impact of feedback and assessment for learning
- Support for children with challenging behaviour/ mental health needs is effective
- Wellbeing of all staff is supported keeping balance and boosting resilience & positivity

Quality of Teaching, Learning and Assessment

- Maths teaching and learning develops to ensure children are confident and effective in applying core skills flexibly and independently to resolve problems and challenges
- Teaching and learning of skills for fluency in transcription –especially accuracy in spelling – develops effectively so as not to be barriers to children's progress and attainment in writing
- Ongoing reflection and revision of our creative curriculum provides effective forums for focused teaching to develop both fluent application of basic skills and exciting engaging purpose for learning –active, independent and fun!

Success Criteria

- Clear evidence of consistent high quality teaching and learning shows impact of improvements where needs have been identified. This includes the development of classroom learning environments
- Children's confidence, attitude and progress in maths –especially core skills- increases
- Engaging creative curriculum offers purposeful opportunities and challenges for children to extend their writing as evident in end of year outcomes especially GD %
- Assessments accurately ensure appropriate challenge & support as evidenced in strong progress, high engagement and high ambition for learning and enjoyment

Outcome of Learning

- Attainment in writing returns to being a strength: consistently improved results across the school & an increase in children attaining greater depth & exceeded.
- Attainment in maths increases due to improved effectiveness of teaching
- Progress of children with SEND/ AEN improves because of enhanced focused provision and appropriate challenge
- Sustained focus on a creative purposeful curriculum boosts achievement/ enjoyment of all learners.

Success Criteria

- End of year progress and attainment in Writing shows positive trend, well above national and HCC averages and with strong % 'greater depth' / 'exceeding'.
- End of year progress/ attainment in Maths increases with a particular improvement in greater depth, showing children can apply skills fluently and confidently.
- Rates of progress of vulnerable groups- SEND/ PP is shown to improve including in characteristics of effective learning to support future progress.
- Consistent positive behaviour for learning and engagement supports ethos / vision

Together we Care, we Learn and we Enjoy Success! Be Kind, Be Safe: THINK!

Cupernham Infant School 2018-2020 Improvement Priorities