

School Improvement Focus	Development area	Progress / strengths
<p>Areas for whole school development.</p>	<p>1. Extend the higher order skills within reading, writing and Maths throughout the school to stretch all children, particularly the more able.</p>	<p>Groups introduced to specifically extend higher ability children:</p> <ul style="list-style-type: none"> - Mandarin lessons - Gardener's enterprise project - The news team, radio and food-tube - Sweet Pickings school shop - Cultural abroad visits (France, Germany and China) - Sport councils and house captains - School council representatives. - Chelsea Flower Show reporters - Waiter team (children from 4,5,6) introduced on shift work to cover and interact within a whole school approach via interview. - Film production club
	<p>2. Raise attainment through rigorous performance management procedures with a particular focus on phonics and GPS</p>	<ul style="list-style-type: none"> • Ambitious and aspirational targets are set within the first half term. • Targets are reviewed termly with ML and SL • Termly formal observations are carried out by HT and DHT with verbal and formal feedback given. • Regular progress meetings with ML and SL • Regular informal observations by core subject leaders and phase leaders are carried out.
	<p>3. Close the gaps between Pupil premium and non-pupil premium with a particular focus on white British boys.</p>	<ul style="list-style-type: none"> • Raise the profile of our pupil premium children by identifying them and making sure that all class teachers are aware. • Middle leaders (particularly Maths and English) to have these children as a focus during observations of lessons, pupil interviews, book scans. • Senior leaders to track the progress of our pupil premiums children more closely to ensure that accelerated progress closes the gap.

	<p>4. Develop middle leaders so that they analyse information about pupils' progress in enough detail to target support more effectively.</p>	<ul style="list-style-type: none">• Change to structure of SLT with introduction of new deputy and 2 assistants.• Former middle leaders leaving to take managements positions in other schools.• Introduction of a management coach to help advice and assist new and existing leaders.• Promotion of role from class teacher to core subject leader.• All middle leaders are given the opportunity to attend suitable courses to help develop skills and knowledge of management.
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Areas for whole School Development

Objective	ACTION (Sept 2016)	IMPACT (July 2017)	RESPONSIBILITY	RESOURCES
<p>1. Extend the higher order skills within reading, writing and Maths throughout the school to stretch all children, particularly the more able.</p>	<ul style="list-style-type: none"> - Organise a trip to China to gain an understanding of the language and culture. - Organising exchange trips with students in China to deepen fluency in language. - Children in the enterprise project to present to a bank to persuade the bank to gain funding to expand their project. - Children to set up relationship with local restaurant to negotiate selling their produce from our garden. - Set up an after school maths club to enter city wide completion for our gifted and talented. 		<ul style="list-style-type: none"> ➤ More able coordinator ➤ Community gardener ➤ Maths and English coordinator ➤ International coordinator ➤ MFL coordinator 	

<p>2. Raise attainment through rigorous performance management procedures.</p>	<ul style="list-style-type: none"> - Set rigorous and robust targets for development of teachers to be reviewed three times during the year. - Continue the programme of termly observations ensuring work is at the appropriate level and expectations are high. - Termly progress meetings to analyse the progress of all cohorts and groups of pupils. - Half termly data analysis for all cohorts to be analysed and fed back to senior leaders. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy head teacher ➤ Phase leaders ➤ Assessment coordinator ➤ Senior leaders 	
<p>3. Close the gaps between Pupil premium and non-pupil premium with a particular focus on white British boys.</p>	<ul style="list-style-type: none"> - Raise the profile of our pupil premium children by identifying them and making sure that all class teachers are aware. -Middle leaders (particularly Maths and English) to have these children as a focus during observations of lessons, pupil interviews, book scans. - Senior leaders to track the progress of our pupil premiums children more closely to ensure that accelerated progress closes the gap. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Senior Leaders ➤ Phase leaders ➤ Subject coordinators ➤ Intervention coordinator ➤ SEN coordinator ➤ Assessment coordinator 	

<p>4. Develop middle leaders so that they analyse information about pupils' progress in enough detail to target support more effectively.</p>	<ul style="list-style-type: none"> - Regular SMT meetings with middle leaders to include analysis of data and ensure that the senior managers are aware of cohort progress and individual progress. - Middle leaders to identify significant gaps between cohorts and suggest ways in which to close them and communicate this with class teachers. - Feedback from phase management team to inform the SMT on where support is to be provided. - A program of intervention to be put in place by the inclusion team where gaps are identified. - CPD needs to be identified with the middle leaders and DH to book relevant courses 	<ul style="list-style-type: none"> - Change to structure of SLT with introduction of new deputy and 2 assistants. - Former middle leaders leaving to take managements positions in other schools. - Introduction of a management coach to help advice and assist new and existing leaders. - Promotion of role from class teacher to core subject leader. - All middle leaders are given the opportunity to attend suitable courses to help develop skills and knowledge of management. 	<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Senior Leaders ➤ Phase leaders ➤ Subject coordinators ➤ Intervention coordinator ➤ SEN coordinator 	
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School Improvement Focus	Development area	Progress / strengths
Effectiveness of Leadership and management	1. To develop the middle leaders to ensure teacher accountability for progress within their class/year/subject/phase/whole school.	<ul style="list-style-type: none"> • Regular phase meeting • Regular progress meetings with phase leader and SL. • Rigorous performance management meetings 3 times a year with HT and DHT with progress meetings with phase leader in between. • Book scrutinises • Pupil interviews • Formal and informal lesson observations • Holistic approach to verbal and formal feedback. • Learning environments (working walls) regular monitored • Relevant and appropriate resources are available • Regular trips to compliment learning • Monitoring weekly and termly plans • Curriculum coverage monitored • Up to date actions plans completed by each teacher for their subject area.
	2. Continue to review, evaluate and develop the curriculum so that it provides challenge, balance and enjoyment.	<ul style="list-style-type: none"> • Topic based curriculum to provide practical and real life experiences to apply and put into practise the skills taught. • Engaging curriculum is purposeful and relevant. • Regular monitoring of timetables to ensure key focuses are addressed (phonics, GPS) • Innovative, award winning resources are high quality and maintained to ensure children receive high quality, purposeful learning.

	<p>3. To develop the roles of middle management to provide cascade training and mentoring so that all staff are familiar with good practice and expectations.</p>	<ul style="list-style-type: none"> • Vibrant CPD with evaluation form to demonstrate impact for school. • Middle leaders ensure phase meeting focus on what needs to be in place to move on learning. • All staff aware of what is needed to achieve an outstanding lesson. • Relevant support and mentoring from leaders • TLC role used throughout school.
	<p>4. Governors to monitor new staff and hold the head teacher to account more rigorously. Governors to hold head teacher to account to ensure all child protection procedures are in place and applied when appropriate.</p>	<ul style="list-style-type: none"> • Governors are assigned a curriculum area and have regular meetings. • Governors meet regular with head teacher to ensure any CPD issue have been addressed. • Also governors monitor the progress and welfare of pupil premium children through head teacher reports to govenors. • Governors rigorously challenge the head teacher during regular meeting about LAC and identified vulnerable children including those at risk of radicalisation as well as attainment • Governors to challenge head teacher and deputy to ensure high order skills are being delivered throughout the school.

Areas for whole School Development

Objective	ACTION (Sept 2016)	IMPACT (July 2017)	RESPONSIBILITY	RESOURCES
1. To develop the middle leaders to ensure teacher accountability for progress within their class/year/subject/phase/whole school.	<ul style="list-style-type: none"> - continue coaching for middle and senior leaders and introduce this for new middle leaders. - regular SMT meetings about reviewing targets and progress across the school. - frequent and targeted phase meetings to review teaching issue and intervention for accelerated progress. -continue work with other schools carrying out our ethos. -half termly target tracker assessment to be carried out. -assessment coordinator to feedback to teachers regarding their data. -All staff to know who their vulnerable and pupil premium children are and how to track progress effectively. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Senior Leaders ➤ Phase leaders ➤ Subject coordinators ➤ Intervention coordinator ➤ SEN coordinator 	
2. Continue to review, evaluate and develop the curriculum so that it provides challenge, balance and enjoyment.	<ul style="list-style-type: none"> - topics to be updated to reflect our international links and ethos. -all medium term plans to be updated by autumn 2 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Senior Leaders 	

	<p>-Children are interviewed to ensure that they have a deep understanding of the curriculum and skills covered and that there is an enjoyment of the topics taught.</p> <p>-class teachers and curriculum coordinator to feed back to SLT about strengths and weaknesses.</p> <p>-subject leaders to ensure there is a progression of skills taught across phases/subjects.</p>		<ul style="list-style-type: none"> ➤ Phase leaders ➤ Subject coordinators ➤ Curriculum coordinator. 	
<p>3. To develop the roles of middle management to provide cascade training and mentoring so that all staff are familiar with good practice and expectations.</p>	<p>-effective CPD training and courses on how to be an effective manager.</p> <p>-subject coordinators to feed back after attending courses and training to implement across the school.</p> <p>-coaching for middle leaders to develop effective strategies for supporting good practice and high expectations within their team.</p> <p>-joint observations to be carried out with deputy head teacher and subject leaders to ensure consistency and high expectations.</p>		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Senior Leaders 	

<p>4. Governors to monitor new staff and hold the head teacher to account more rigorously. Governors to hold head teacher to account to ensure all child protection procedures are in place and applied when appropriate.</p>	<p>- assessment coordinator to compile summary of data for governors every half term. -regular communication with head teacher and governors to set and review targets and any issues. -New governors to be put on safeguarding training. -safeguarding procedures to be reviewed and recapped with governors at appropriate meetings.</p>		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Assessment coordinator ➤ Safeguarding and child protection officers ➤ Governors 	
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School Improvement Focus	Development area	Progress / strengths
Quality of Teaching Learning and Assessment	1. To increase the number of children exceeding national expectations in Reading, Writing and Maths by the end of each key stage.	<ul style="list-style-type: none"> - Reading continues to be a devolvement area with a particular focus on comprehension and inference skills. This in line with more explicit and direct GPS and phonic sessions will ensure that pupils achieve their full potential and will raise attainment. - Extra GPS and phonic short focussed sessions introduced weekly in line with our school target for the year. - Writing continues to be linked to a creative curriculum where children are being given more real-life experiences and opportunities to immerse themselves in outside as well as using immersive technologies inside e.g radio and interactive room. - Maths is a big focus with contextualised practical application of new skills and consolidation of existing skills. Guided maths continues to be a strength enabling children to visit key skills more frequently through practical application to gain a deeper understanding. -
	2. To continue to ensure the drive towards outstanding learning.	<p>Middle and senior leadership team continue to monitor teaching and learning.</p> <p>Middle managers continue the drive to increase incidences of outstanding teaching and lead this for their phase/subject.</p> <p>Regular observations to monitor teaching and learning. An additional post created for a Teaching and Learning coordinator who is released on a regular basis to monitor teaching and model quality lessons.</p> <p>Steps to success has been successfully implemented to ensure that children have a clear and precise knowledge of what they need to do in each and every lesson in order to progress.</p>

	<p>3. To monitor and analyse progress and attainment using Target Tracker by class teachers particularly of the significant groups and those receiving intervention and pupil premium.</p>	<p>Teachers are trained on Target Tracker software so that progress and attainment can be tracked after level assessment becomes obsolete. This ensures data is analysed effectively and support put in place for pupils. Regular assessments made with half termly assessments being reported to SMT to ensure expected progress is being made and being tracked closely by the phase leaders to ensure the gap is closed between disadvantaged children and other pupils. Regular progress meetings with SLT and SMT to ensure all pupil groups make expected or accelerated progress.</p>
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Areas for whole School Development

Objective	ACTION (Sept 2016)	IMPACT (July 2017)	RESPONSIBILITY	RESOURCES
<p>1. To increase the number of children exceeding national expectations in Reading, Writing and Maths by the end of each key stage.</p>	<ul style="list-style-type: none"> ➤ Inset on “Stretching the more able readers and writers in Yr5/6” & “ Stretching the more able mathematicians in Yr5/6” ➤ Guided reading threaded throughout the curriculum with a focus on the end of the day guided reading sessions for all children. Children encouraged to use skills of deduction, inference and reasoning to ensure children are reading for a purpose as well as looking at opportunities to unpick grammar, spelling and punctuation rules. ➤ Extra guided GPS sessions to increase the number of achieved and exceeding pupils in writing and reading. ➤ DH to carry out indepth KS1 phonic assessments to increase the number of children reaching or exceeding the required level. ➤ DH to identify and meet the training needs for teachers. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Assessment coordinator ➤ Middle and senior leaders 	

	<ul style="list-style-type: none"> ➤ Use the creative curriculum as a means of getting children to read and write for a purpose across all subjects. ➤ Core subject leaders to carry out child interviews concerning their reading, writing and maths. ➤ Children use the technology within the school to produce broadcasts, and video footage of their work. ➤ Children to use the ipads, green screen, teaching kitchen, sensory and Radio station to make curriculum links for a real life purpose. ➤ Children to fully use the many resources of the school and surrounding area including the community garden. 			
<p>2. To continue to ensure the drive towards outstanding learning.</p>	<ul style="list-style-type: none"> ➤ Sustained writing incorporated into lessons regularly to ensure children are writing for a purpose, practicing grammar, spelling and punctuation. ➤ Marking policy to be updated in order for feedback to be more precise and effective for the learner to enable outstanding progress between lessons. ➤ Use the creative curriculum as a means of getting children to 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Assessment coordinator ➤ Middle and senior leaders 	

	<p>write for a purpose across all subjects.</p> <ul style="list-style-type: none">➤ Core subject leaders to carry out child interviews concerning their writing/ maths.➤ Children using the technology within the school to produce broadcasts, and video footage of their work.➤ Children to use the ipads, green screen and the Radio station to further opportunities for writing.➤ Children to fully use the many resources of the school and surrounding area to enable them to experience before they are asked to write.➤ Intervention programs continue to support children who are gifted and talented ie News Team, mandarin lesson, enterprise project etc. (see areas for whole school)➤ Continue to encourage outstanding learning by having high expectations reinforced through whole school awards celebrated in whole school assemblies.			
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<p>3. To monitor and analyse progress and attainment using Target Tracker by class teachers particularly of the significant groups and those receiving intervention and pupil premium.</p>	<ul style="list-style-type: none"> ➤ Teachers will have a clear understanding of age related expectations through agreement trials and Inset including cluster schools moderation sessions. ➤ Staff meetings to train staff on the Target Tracker analysis. ➤ New staff to be trained and supported in inputting and evaluating data. ➤ Senior leaders trained in analysing data using Target Tracker. ➤ Senior leadership group assistant to be regularly trained in using target tracker and pulling relevant data to be analysed by SLT. ➤ Target interventions to specific pupils and continually monitor the progress made. ➤ Performance management targets set for teachers based on progress and attainment data. ➤ Pupil progress to be reviewed on a half termly basis by SLT and class teachers. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Assessment coordinator ➤ Middle and senior leaders 	
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School Improvement Focus	Development area	Progress / strengths
<p style="text-align: center;">Personal Development, Behaviour and Welfare</p>	<p>1. Governors to hold the head teacher to account to induct new members of staff/volunteers in the school policies and procedures of the school particularly Safeguarding, includes the Prevent duty.</p>	<p>There is an increase in the number of volunteers throughout the school. The induction process is clear and time is given to meeting with them. Safeguarding remains a clear priority to ensure children's safety and welfare is monitored. Meetings are held with parents as well as staff around e-safety.</p> <p style="text-align: center;">-</p>
	<p>2. To develop the various student bodies, News team, School council, eco team, cooking team etc to engage in a real way the school community and have an impact on the wider community.</p>	<p>The children have acquired great skill in empathy, working together and supporting each other. They help build esteem in each other and actively seek opportunities to serve the school with clubs, assemblies or helping with the many initiatives running such as waiting on tables at lunch, shop keeping etc. The children contribute in a huge way to the running of the school through the school Newspaper, Youtube channel, conservation and health. The school has a strong ethical ethos and want to make a difference to their futures. The children enjoy interacting with the community and welcome elderly vulnerable adults each week for dinner. They have also helped prepare and serve Christmas Dinner for the elderly residents of Greenwich.</p>
	<p>3. To continue to develop the successful health focus in our school by supporting other schools locally, nationally and internationally in developing a healthy ethos in order to help combat the obesity epidemic.</p>	<ul style="list-style-type: none"> • Supporting local authorities • Links with schools in Essex, Cornwall, Kent, European countries and the far east • Involved in conferences internationally as well as teacher training institutes. • Effecting and moulding future teachers. • Working in an advisory capacity with the department of education and public health England.

	<p>4. To continue to raise awareness of National and Global issues and deepen the sense of responsibility and respect within the children.</p>	<p>The children's drive to tackle obesity and lead on healthy eating and exercise as well as issues such as endangered species is quite clear in their attitudes to each other and the staff. They are continually looking for ways in which to highlight issues including marching for bees, producing Youtube videos about cooking and including stories in the 'Manor Life'.</p> <p>Thursday morning assembly times are delivered in class to address current local and global issues as well as a strong drive in the teaching of PSHE.</p>
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Areas for whole School Development

Objective	ACTION (Sept 2016)	IMPACT (July 2017)	RESPONSIBILITY	RESOURCES
1. Governors to hold the head teacher to account to induct new members of staff/volunteers in the school policies and procedures of the school particularly Safeguarding, includes the Prevent duty.	<ul style="list-style-type: none"> ➤ Inset training for all staff and volunteers around the prevent duty and safeguarding procedures. ➤ Ensure policy is in place and on the website ➤ All staff should be clear that the prevent duty is the responsibility of all. ➤ Governors have the prevent duty as an agenda item on one of the full governor meetings per year. ➤ Head governor to have meetings with head teacher to check procedures and duties are being carried out. ➤ Staff to know who they can talk to about concerns. ➤ All staff and volunteers to receive new staff handbook with policies outlined. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Governors ➤ Safeguarding and child protection officers. 	
2. To develop the various student bodies, News team, School council, cooking team etc to engage in a real way the school community and have an	<ul style="list-style-type: none"> ➤ To build on previous opportunities for children to take assemblies about the different student body groups we have. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Assessment coordinator 	

<p>impact on the wider community.</p>	<ul style="list-style-type: none"> ➤ Children to continue to run and evaluate their own clubs during lunchtimes. ➤ To continue the school policy of focussing on and celebrating what is being done well. ➤ To increase the number of opportunities in school for the children to contribute their ideas. ➤ Initiate lunch club for elderly, vulnerable local residents to participate in our school lunch time restaurant and receive a well-balanced hot meal. ➤ Share expertise and our innovative resources for other schools to use. ➤ School garden is made available to the public through the open squares scheme. ➤ Children to continue their community work at Woodlands farm. ➤ To ensure mid- day meal supervisors support and mentor waiters at lunchtimes 		<ul style="list-style-type: none"> ➤ Community coordinator ➤ Gifted and talented coordinator. 	
<p>3. To continue to develop the successful health focus in our school by supporting other schools locally, nationally and internationally in developing a healthy ethos in order to help</p>	<ul style="list-style-type: none"> ➤ Continue to raise awareness of local, national and International issues in our school and wider community. ➤ Engage with more community partners to support the pupils. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Middle and senior leaders 	

<p>combat the obesity epidemic.</p>	<ul style="list-style-type: none"> ➤ Work with children to investigate ways to raise awareness and identify what they can do to help. ➤ Target and deliver our ethos about healthy living to government and international schools and organisations. ➤ Continue our influence on the school food plan alliance. ➤ Organise and run courses aimed at healthy living and cooking through the curriculum. 			
<p>4. To continue to raise awareness of National and Global issues and deepen the sense of responsibility and respect within the children.</p>	<ul style="list-style-type: none"> ➤ Continue to support our links with Nepal and the orphanage. ➤ Set up skype sessions with our international schools. ➤ School council to discuss and feed back to peers about ongoing global and national issues and how we can help. ➤ News team to report on current affairs 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Middle and senior leaders 	

School Improvement Focus	Development area	Progress / strengths	
<p>Outcomes For Pupils and Other Learners</p>	<p>1. To increase the number of more able pupils achieving higher than expected levels in Reading, Writing and Maths.</p>	<p>Progress is closely monitored through target Tracker. Phase Leaders hold meetings regularly focussed on raising attainment. Progress meetings ensure that teachers are clear about their objectives and are progressing towards their PM targets. Many opportunities created within and out of school to challenge the more able pupils.</p> <p><u>KS2</u> Year on year the number of children achieving L4+ in RWM combined in Year 6 has increased significantly: <u>School</u> 75% (2013), 83% (2014), 93% (2015), <u>National</u> 79% (2014), 80% (2015)</p> <p>Those achieving a “Good” Level 4+ in RWM combined: <u>School</u> 58% (2013), 71% (2014), 88% (2015). <u>National</u> 67% (2014), 69% (2015).</p> <p>In the 2016 results those achieving expected level of progress at year 6 in RWM was 62% compared to the national figure of 53%. Those achieving the higher standard is 7% school compared to 5% national.</p> <p><u>KS1</u> Year on year the number of children achieving L2+ (2c) in RWM combined in Year 2 has increased significantly: <u>School</u> 93% (2014), 95% (2015), <u>RBG</u> 87% (2014), 88% (2015)</p> <p>Those achieving a “Good” Level 2+ (2b) in RWM combined: <u>School</u> 83% (2014), 82% (2015). <u>RBG</u> 79% (2014), 81% (2015).</p>	<p>Section 4</p>

		<p>In the 2016 results those achieving the expected standard at year 2 in RWM was 78% compared to the Royal Borough of Greenwich at 72% and the national at 60%. Those achieving greater depth was 28% compared to Royal Borough of Greenwich at 18% and the national at 9%.</p> <p><u>Early Years</u> The good level of development was: <u>School</u> 84% (2014), 90% (2015), 86% (2016) <u>RBG</u> 73% (2014), 77% (2015), 79% (2016) <u>National</u> 60% (2014), 66% (2015), 69% (2016)</p>	
	<p>2. To continue to ensure those pupils arriving new to the school mid phase make expected or more than expected progress. Including those arriving through the FAP.</p>	<p>The inclusion team identify and implement support based on need for each mid phase admission including those arriving through FAP. Class teachers ensure they know the ability of each child. Children settle in quickly and make good to outstanding progress. See Case Study Evidence File.</p>	
	<p>3. Continue to ensure that all pupils make at least expected progress and continue to increase the number of pupil premium and SEND children making better than expected progress.</p>	<p>Each pupil is tracked closely. Cohorts are analysed carefully and where needed extra support put in place. Pupils make very good progress. Homework club and after school clubs support learning.</p> <p>Summer booster/holiday hunger sessions are put in place where there is an identified need to boost the attainment of maths, English and science, to tackle holiday hunger, to monitor child protection issues and concerns and to ensure children maintain learning patterns who may be a risk.</p>	

Areas for whole School Development

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<p>1. To increase the number of more able pupils achieving higher than expected levels in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> ➤ More independent topics given to the more able e.g. News Team, Project days, Shop managers etc. ➤ Access more frequently the radio room, TV studio and interactive area. ➤ Work with Bank and Editor to expose them to real life situations. ➤ Compete in the count on us challenge for gifted and talented mathematicians. ➤ Continue with groups targeted at developing pupils higher order skills. ➤ Our ethos of delivering real life experiences and practical learning to be shared and continued with new and existing staff, including NQTs and volunteers. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Assessment coordinator ➤ Middle and senior leaders 	
<p>2. To continue to ensure those pupils arriving new to the school mid phase make expected or more than expected progress. Including</p>	<ul style="list-style-type: none"> ➤ Baseline score is taken on entry. Where there are concerns i.e. behaviour, emotional, support is targeted and put in place swiftly. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Assessment coordinator 	

<p>those arriving through the FAP.</p>	<ul style="list-style-type: none"> ➤ Inclusion team work closely with child and parents to ensure smooth transition. ➤ Monitor vulnerable groups throughout the year to ensure progress is made and effective interventions are put in place. 		<ul style="list-style-type: none"> ➤ Middle and senior leaders ➤ SEN coordinator 	
<p>3. Continue to ensure that all pupils make at least expected progress and continue to increase the number of pupil premium and SEND children making better than expected progress.</p>	<ul style="list-style-type: none"> ➤ All staff have high expectations and this continues to rise. ➤ Premium funding is targeted to support the learning style of Pupil premium children. Teaching is specific to ensure that pupil premium children have access to the learning through the use of the wide range of resources available ➤ Teachers are targeted to the lower ability groups ensuring they get the highest standard of support and early intervention. ➤ Assessment coordinator to monitor our vulnerable groups and PP children's progress and attainment. ➤ Specific intervention groups set up to target PP children. 		<ul style="list-style-type: none"> ➤ Head teacher ➤ Deputy Head Teacher ➤ Assessment coordinator ➤ Middle and senior leaders ➤ SEN coordinator 	