The main factors driving the need for improvement:

Improve teaching further so at least 60% consistently remains at outstanding across school; to raise pupils’ achievement by ensuring that:

- To further improve the quality of teaching and pupil experience across school and across the curriculum
- Activities for pupils, who are disabled or who have special educational needs, are closely matched to their learning needs across foundation subjects
- The most-able pupils are given activities that challenge and deepen their thinking across the foundation subjects
- Teachers’ marking and oral comments are precise and purposeful across the foundation subject areas
- Time is given for pupils to respond to teachers’ marking and make their improvements within the foundation subjects, continue to embed within core subject areas
- Creating more opportunities for able pupils to work at a higher level, mastery and greater depth in foundation subjects
- Systematically sharing the outstanding practice in teaching and learning that exists in the school through phase meetings, subject leader reviews and team teaching
- Review foundation subject curriculum content so it is personalised to appeals to pupils, through pupil experiences and how the curriculum content is delivered
- All teachers continue to plan and deliver highly challenging activities for the all pupil groups in reading and mathematics, with a focus on inference, vocabulary and for reasoning; have evidence of investigations where systematic skills are taught and applied independently by pupils (Teacher Performance Management targets)

Improve the leadership and management of the school further by making sure that:

- When checking the work of staff, all leaders continue to focus on the difference teachers are making to the achievement of different groups of pupils across the curriculum
- All senior leaders take prompt action once weaknesses are identified, and ensure that all teachers consistently implement any agreed actions
- Governors continue to check for themselves that the actions of all school leaders are making a sufficient impact on different groups of pupils and compare favourably against national standards in EYFS, Phonics, KS1 and KS2.

Effectiveness of leadership and management & Curriculum Development and Enrichment Opportunities

To maintain outstanding: By further development of the leadership and management at all levels, to ensure its effectiveness

Expected Outcome:
Further develop leadership and management to support school improvement at all levels by:

- Continuing to develop leadership and governance to ensure it is leading on and impacting on school improvement - Trust and LGB meeting minutes, HT report and School Information.
- Leaders and Governors identifying their own personalised training programme around their skills analysis to allow them to challenge and support the school review these throughout and update on all required training. Develop the role of Governor experts and leads - LGB to be being developed, expert trust leads, i.e.: curriculum, HR
- Leaders know on-going priorities; Trustees and Governors develop a systematic approach to check for themselves that the actions of all school leaders are making a sufficient impact on different groups of pupils. Governor visits (Autumn and 1st Spring)
- When checking the work of staff, all leaders focus on the difference teachers and TAs are making to the outcomes for children and learners and within different groups of pupils. Assessment and monitoring information, provision mapping.

Specific Targets:

1) To develop further capacity of leadership and management, to accommodate additional strategic accountability across school
2) Refine systems for monitoring and evaluating across school so foundation subject leaders are appropriately involved and fully understand the strengths, weaknesses and priorities for their subject and contribute to the school’s self-evaluation
3) Develop further rigour in school systems so subject leaders monitor, evaluate and improve the quality of teaching within their subject, against agreed school targets
4) To review the development of core skills across the wider curriculum so that it is effective for all groups of pupils
5) Improve the capacity of governors further so that they are appropriately and effectively involved in school self-evaluation and can robustly hold senior leaders to account across all aspects of the school’s performance
6) To ensure Canterbury Cross Primary continues to comply with national and local safeguarding and health and safety guidance
7) To ensure that Leadership and Management Teams have up to date knowledge on national education issues
8) Develop leadership capacity at all levels through peer to peer support
### Quality of teaching, learning and assessment

**To achieve outstanding: Increase the proportion of good and outstanding teaching**

**Expected Outcome:**
Increase the proportion of consistently good and outstanding teaching over time by ensuring all teachers continue to:

- Organise learning tasks and activities in lessons that meet the full range of abilities, ensuring the more-able are sufficiently challenged in the foundation subjects.
- Continue to provide pupils with accurate feedback across the curriculum.
- Have high expectations of all pupils; use formative and summative assessments to meet pupil learning needs and demonstrate on-going progress across curriculum areas.
- Check regularly how well pupils are learning during the lesson so they can be moved on in their learning as soon as they are ready.
- Develop the role of foundation subject leaders as subject experts, who can identify key issues/trends in subjects and support teachers across school, monitor subjects with rigour through sampling, observations and school assessments.

**Specific Targets:**

1. Raise the quality of teaching throughout the school so that it is always good and most is outstanding over time across all curriculum areas.
2. Across school, ensure reading (key skill development inference, vocabulary and mathematics use of reasoning, problem solving and investigations) are taught systematically from EYFS with a clear impact on pupil outcomes in each pupil phase.
3. Further develop and embed assessment for learning strategies, so that they are effectively used in all teaching groups, in all subjects and the pupils’ work is always appropriately challenging and very well matched to pupil group learning needs against the curriculum ARE outcomes, including pupils who are more-able.
4. To implement a whole school approach to handwriting to raise standards in presentation.
5. Throughout the school, the foundation subjects are taught consistently well, ensuring that teachers are up-skilled through phase activities and subject leader support.

### Personal development, behaviour and welfare

**To achieve outstanding: By further development of the leadership opportunities for pupils, peer mediation, robust analysis of achievement and conduct, and improvement in school attendance to 96%**

**Expected Outcome:**

- Improve pupil attendance.
- Pupils’ behaviour is outstanding at all times.
- Have high behaviour expectations of all pupils.
- Develop and refine positive behavior awards to impact on behavior at lunch times and self-regulation when not supervised.
- All teachers ensure behaviour for learning is outstanding in the classroom through high quality teaching and experiences.
- SLT target specific groups to manage and identify behaviour trends.
- Check regularly how well pupils are positively learning so that it can be transferred in all aspects of school.
- Continue to focus on the school SHARE values and RRSA.
- The impact of mentors on behaviour is outstanding.
- Continue to attendance and punctuality procedures for persistent absence and extended holidays, develop further rigour in line with LA guidance.

**Specific Targets:**

1. Further develop and embed effective policies for the management of the pupils’ behaviour and attendance across all phases, including the early identification of behavioural needs and prompt intervention to bring about change, so that pupils’ attitudes to learning are consistently outstanding and conduct is compliant with school and national expectations.
2. Develop further the pupil awareness of how to keep safe in and out of school across all Key Stages, including, equality, radicalisation, freedom from bullying, racism and aggressive behaviour so that these forms of misbehaviour are always rare and quickly resolved (age appropriate content). Focus on behaviour inside the school building at lunchtimes during wet break.
3. Improve both punctuality and the rate of attendance so that the former is rare and the latter is average or better when compared to national indicators across all key stages and pupil groups.
4. Behaviour is outstanding by all pupils at all times; pupils enjoy learning and know how to behave as learners, allowing others to learn in a safe environment.
5. Develop the UNICEF Rights respecting programme to ensure that British Values are embedded across school.
6. Develop the overall quality of pupil voice consistently and communicate to all leaders to shape the school.
7. Continue to raise pupil awareness of personal well-being and mental health.
## Outcomes for children and learners

To achieve outstanding: By further development of the robust tracking and monitoring in all year groups, to ensure its effectiveness

### Expected Outcome:
- Maintain assessment accuracy and systems across all key stages in reading, writing, mathematics and refine and develop science and foundation subjects further.
- Assessment Coordinator (DHT) to monitor and report assessment and findings to inform further CPD; subject leaders to act as experts and develop further teacher and TA knowledge.
- All teachers to accurately benchmark outcomes and progress against agreed criteria. Use of moderation and scrutiny to validate accuracy.

### Specific Targets:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1)</td>
<td>At EYFS, Key Stage 1 and 2, to raise the achievement of the pupils in reading, so that by summer 2019; is above national.</td>
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<tr>
<td>2)</td>
<td>At EYFS, Key Stage 1 and 2, to raise the achievement of the pupils in reading, so that by summer 2019; is above national.</td>
</tr>
<tr>
<td>3)</td>
<td>At EYFS, Key Stage 1 and 2, to raise the achievement of the pupils in mathematics, so that by summer 2019; is above national.</td>
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<tr>
<td>4)</td>
<td>At KS1 to increase the proportions of pupils achieving the higher standards in R, W, and M so they are in line with national expectations</td>
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<td>5)</td>
<td>AT KS2 to increase the proportions of pupils who achieve greater depth in writing to a minimum of 15%</td>
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<td>6)</td>
<td>Throughout school, continue to raise the achievement of SEND (incl. EYFS) and pupils and those with special educational needs so that it compares favourably with the group averages for similar pupils nationally.</td>
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<tr>
<td>7)</td>
<td>Throughout all key stages, to raise achievement and accelerate progress of more-able pupils so that it compares favourably with the group averages for similar pupils nationally, end of year expectation at 20%.</td>
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<tr>
<td>8)</td>
<td>To ensure that pupils identified for extra support (including pupil premium) are targeted appropriately to make good to outstanding progress.</td>
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<tr>
<td>9)</td>
<td>To use classroom monitor to systematically track data; and triangulate of teacher performance (via PM targets) to ensure rapid and sustained progress for all pupils across foundation subjects,</td>
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</table>
In addition to the main SIP, below are the *additional* targets that are specific to the EYFS

### EYFS - Effectiveness of leadership and management & Curriculum Development

**To maintain outstanding:** By further development of the leadership and management in EYFS, to ensure its continued effectiveness.

**Expected Outcome:**
Leadership and Management in the Early Years to support school improvement at all levels by:
- Continuing to develop leading learning programmes and to ensure its impact on school improvement.
- To implement the RWI phonics programme across the foundation stage with rigour and demonstrate accelerated progress across phase.
- The EYFS leader and Senior Leaders know on-going priorities in the Early Years and develop a systematic approach to check there is sufficient impact on different groups of pupils.

**Specific Targets:**
1. To embed the RWI leadership role and support for teachers and TAs in the foundation stage and across school.
2. Refine the Canterbury Cross non-negotiables (to develop pupils’ basic skills and improve outcomes).
3. Review, consolidate and develop in-house CPD to meet the needs of all staff; teachers and support staff - ongoing programme developed curriculum requirements reviewed and findings implemented.
4. Set and review targets across the Foundation Stage for each of the blocks; provide accurate evidence in books and at PPMs.
5. Ensure Canterbury Cross continues to comply with national and local EYFS safeguarding and health and safety guidance.

### EYFS - Quality of teaching, learning and assessment

**To maintain outstanding:** Increase the proportion outstanding teaching and assessment over time

**Expected Outcome:**
- All children from all groups access the curriculum and make expected or better progress.
- develop independence by feeding back to children and allowing them to adapt their own learning
- RWI improves the speed of phonics acquisition in EYFS
- Challenging targets are set and achieved.

**Specific Targets:**
1. Organise learning tasks and activities in lessons that meet the full range of abilities, ensuring SEND and pupil premium provision is in place and there is sufficient challenge in tasks and activities for the more able.
2. To follow the RWI phonics programme; refine and implement changes for all pupil groups (desired impact on phonics and comprehension).
3. To increase the percentage of pupils who are meeting the Canterbury Cross non-negotiables (track these and give pupils opportunities to practise and refine non-negotiable targets)
4. Check regularly how well pupils are learning during activities; move learning on by giving pupils appropriate activities.
5. To develop enrichment activities within the PD/EAD/PSED and UW curriculum (In line with whole school foundation subject focus)
6. To develop and refine the outdoor curriculum
7. Have high expectations of all pupils; use formative and summative assessments to meet pupil learning needs and demonstrate on-going progress.
### EYFS - Outcomes for children and learners

To maintain outstanding: By further development of the robust tracking and monitoring in all year groups, to ensure its effectiveness

**Expected Outcome:**

- All teachers to accurately benchmark outcomes and progress against the agreed EYFS criteria and Canterbury Cross non-negotiables.

**Specific Targets:**

- Staff to deliver the curriculum content including the Canterbury Cross non-negotiables and coverage required to demonstrate achievement; to make accurate judgements of pupil work and justify at moderation and PPMs.
- All staff to use the feedback policy effectively and consistently across the EYFS phase.
- All staff to have high aspirations and high expectations of their pupils and demand high quality work from the pupils in order to achieve these high standards when assessed against the profile.
- All staff to keep records up-to-date on classroom monitor.
- All staff to identify groups accurately and set support when appropriate to diminish difference or accelerate progress.
- Pupils achieve expected outcomes at the end of the Foundation Stage in line with national expectations with rapid progress from starting points for all groups (boys to diminish difference and achieve expected outcomes at the end of the Foundation Stage in line with national expectations with rapid progress from starting points).
- To have strategic Foundation phase evidence of the impact of interventions to support learning.

All of these targets will be addressed within the whole school SIP

### EYFS - Personal development, behaviour and welfare and attendance

To achieve outstanding: By further development of to follow school SHARE principles and conduct, and improvement in school attendance to 96%

**Expected Outcome:**

- Pupils’ Behaviour is outstanding at all times.
- Have high behaviour expectations of all pupils.
- All adults support and develop behaviour for learning so it is outstanding across the setting.
- EYFS leader to target specific groups to manage and identify behaviour trends.
- Check regularly how well pupils are positively learning so that it can be transferred in all aspects of school.
- Continue to focus on the school SHARE values.
- Record and review weekly behaviour issues with BECO.

**Specific Targets:**

- Implement robust and effective record keeping systems for all achievements.
- Review record keeping systems for all incidents incl. racists, bullying, homophobic, exclusions etc., keep a record of termly data for all protected characteristics and impact of any interventions.
- Analyse the above ‘incident’ data to inform support for individual pupils.
- Refine use of CPOMS/ my concern system so DSLs can effectively deal with safeguarding and welfare issues.
All of these targets will be addressed within the whole school SIP

Improvement Priorities Checklist (RAG rate)

School Improvement Priorities September 2018 -19

1. More-able pupils across school ad percentages at each of the assessment points. To increase the percentage of pupils who achieve exceeding and greater depth across school in Reading, Writing and Mathematics. (Set targets of 20% for Reading and Writing 10% and mathematics 20%) PM targets
2. To develop a much clearer focus on mastery teaching with a clearer focus on catching up and deepening understanding of concepts and ideas – school action research through phase, incl. moderation
3. Continue to develop the foundation subjects, subject content and pupil skill development, embed further opportunities to make links between subjects
4. Improve outcomes for school Support SEND pupils further, so pupils are catching up and reaching the expected standard by the end of the academic year – impact of interventions
5. Improve outcomes further for more-able pupil premium, increasing the percentages that are working at exceeding and greater depth in each year groups. Clear impact of increasing percentages at each assessment points.
6. Introduce standardised testing (PIRA and PUMA tests) across school and compare assessments with schools nationally. Identify patterns where pupils are less confident and address these in the following block
7. Assessment information, ongoing linked to coverage, standard and next steps – accurate and moderation, assessment monitoring panel to monitoring accuracy of judgements
8. Embed assessment on entry practices in Nursery and develop understanding of EYFS assessment practices to ensure pupils move on with their learning in a timely way
9. Key priorities and risk assessments for all year groups in relation to teaching and expertise, year group plans
10. Presentation in books across school – PM targets
11. Pupils mental health – development of the role of the Pupil (well-being) Coordinator and support programmes for pupils
12. Developing programmes for values education using Rights and Respecting Schools Award (RRSA), school SHARE and identity and belief (faith and belief forum)
13. Subject leader accountability - roles further focus on curriculum, scrutiny and priorities for subject leaders to develop individual subjects further (i.e: practical Maths, Science and STEM)
14. Senior Leadership capacity – redistribution of workload, no DHT for autumn term roles and responsibilities, coaching and mentoring
15. LGB and trustees for safeguarding and curriculum information sharing and accountability
16. LGB and trustees training needs
17. Health and safety review and updates – compliance
18. Monitor school budget, priorities sustainable over medium term. Take opportunities for additional funding such as CIF
19. Review roles and responsibilities of office staff, so support is fit for purpose