

	Issues for Improvement		Quantitative Targets	Key Staff	Key Governors
	Three Year SOLA Target	Development objectives for 2019 to 2020			
QUALITY OF EDUCATION	<p>A. Intent.</p> <p>Design curriculae that are driven by, and address the needs of the learners in our schools as identified by the school/Trust.</p>	<p>I. Fine tune the curriculum, which was reviewed in 2018/19:</p> <p>a) Clarify the knowledge and skills to be taught in each subject area;</p> <p>b) Further embed opportunities for the children to develop a deepening cultural awareness and knowledge of the World.</p>		EH	
	Reading	<p>II. Review our approach to the reading curriculum and revise it where necessary to ensure that it is rigorous and sequential, and develops pupils' fluency, confidence and enjoyment in reading.</p>		JR	TBC
	<p>B. Implementation.</p> <p>Support the improvement of classroom practice so that all pupils make good progress from their respective starting points, particularly those children at most risk of underachieving.</p>	<p>III. (Ofsted IfA 2018) Improve the quality of teaching and learning by:</p> <p>a) ensuring that the most able pupils are given work that challenges them to achieve higher standards;</p> <p>b) ensuring that pupils have opportunities for writing in areas of the curriculum other than English;</p> <p>c) expecting pupils to write carefully and present their work in a neat and tidy fashion.</p> <p>IV. Further to III b and c (above). Ensure the curriculum allows frequent opportunities to write at length, and</p> <p>V. take action to improve the quality of writing in Early Years.</p> <p>VI. Ensure that, drawing on good subject knowledge, teachers' planning and assessment is of high quality and provides suitable challenge for all pupils - particularly those whose prior attainment was at the expected standard.</p>		EH	Writing: EI Maths: AP

	Issues for Improvement		Quantitative Targets	Key Staff	Key Governors
	Three Year SOLA Target	Development objectives for 2019 to 2020			
	<p>C. Impact.</p> <p>Ensure that, over time, outcomes for pupils across the Trust continue to improve, and that by 2021 they are significantly above national averages in all of the schools in the Trust.</p>	<ul style="list-style-type: none"> ○ <i>Link to I.b. (above): Ensure pupils' awareness and appreciation of diversity is improved.</i> ○ <i>Link to II (above): Ensure pupils who achieved EXS in Reading at EYFS also pass the Phonics check in Year 1.</i> ○ <i>Link to II and III (above): Improve outcomes for all pupils in reading and writing</i> ○ <i>Link to VI (above): Ensure pupils whose prior attainment was at the expected standard make good progress in writing</i> 	<ul style="list-style-type: none"> • Survey outcomes • Targets (at expected standard): Phonics (Y1) – 83% EoKS1: R –77%, W – 77% EoKS2: R –75%, W – 62.5% 	EH	Reading: TBC
BEHAVIOUR AND ATTITUDES	<p>D. Ensure that the behaviour and attitudes of pupils in SOLA schools is exemplary.</p>	<p>VII. Ensure pupils are more involved in decision making, in order that they play a highly positive role in creating a positive school environment.</p> <p>VIII. Continue to take action to improve overall attendance.</p>	<p>Attendance: All - 97%</p> <p>PA below nat. ave.</p>	EH JT	AK
PERSONAL DEVELOPMENT	<p>E. Ensure that the personal development and welfare of pupils in SOLA schools is exemplary.</p>	<p>IX. Review and revise provision with regard to Relationships Education. (Links to Q of E – intent).</p>		EH	CB
LEADERSHIP AND MANAGEMENT	<p>F. Leaders at all levels are empowered and actively supported to drive school improvement.</p>	<p>X. Develop the subject leadership skills of all teachers to bring about significant improvements in provision.</p>		EH	
EARLY YEARS FOUNDATION STAGE	<p>G. Secure greater consistency of practice across all EYFS Provisions within the Trust, through the sharing of best practice – particularly in assessment and using the information gathered.</p>	<p>XI. Improve transition from EYFS into Year 1.</p>		EH	