



## Benedict Primary School – 2017-18 Key Priorities Overview

STRATEGIC IMPACT PLAN	School Judgement	Key Priorities in 2017-18
<b>Outcomes for Pupils</b>		
<ul style="list-style-type: none"> <li>Progress across the curriculum</li> <li>Disadvantaged pupils' progress across the curriculum</li> <li>Above Average Progress</li> <li>Progress in comparison to national</li> <li>Reading &amp; Phonics Skills</li> <li>Pupils' Ability to Communicate their learning</li> <li>Attainment</li> <li>Preparation for the pupils' next stage of education, learning or employment</li> </ul>	Requires Improvement	<p><b>Key Priority 1</b> Accelerate the rates of progress for children so that most achieve the expected standard at the end of Rec, Year 2 &amp; Year 6, with a greater focus on writing and maths.</p> <p><b>Key Priority 2</b> To diminish the difference between the attainment of different pupil groups so they are all in line with national expectations.</p>
<b>Quality of Teaching, Learning &amp; Assessment</b>		
<ul style="list-style-type: none"> <li>Teachers' Subject Knowledge and use of Questioning</li> <li>Teachers' Planning &amp; Management in Lessons</li> <li>Teachers' High Expectations</li> <li>Teachers Deepening, Challenging &amp; Supporting Learning</li> <li>Impact of Teachers' Assessment &amp; Feedback on Pupils' Learning</li> <li>Impact of Homework</li> <li>Teaching of Key Subjects &amp; Skills</li> <li>Pupils' Resilience, Enjoyment of and Interest in their Learning</li> <li>Teachers' Promotion of Equality &amp; Diversity and the Impact of this on Pupils' Learning</li> <li>Support for Parents</li> </ul>	Requires Improvement	<p><b>Key Priority 3</b> Improve the quality of teaching to ensure all lessons are pitched at the correct level enabling all groups of children to make good progress in all lessons.</p> <p><b>Key Priority 4</b> Lessons provide opportunities for children to deepen and challenge their learning through the use of stem sentences and self &amp; peer assessment. Children explain their reasoning in maths and build on their existing knowledge and skills in writing.</p>
<b>Personal Development, Behaviour and Welfare</b>		
<ul style="list-style-type: none"> <li>Pupils' Attitudes to Learning &amp; the Impact of this on their Progress.</li> <li>Preparation for the Next Stage of their Education, Employment or Training.</li> <li>Pupils' Attendance</li> <li>Pupils' Conduct, Self- Discipline and Behaviour</li> <li>Pupils' Health, Welfare, Well-Being &amp; Safety</li> <li>Impact of anti- bullying approaches</li> <li>Pupils' SMSC &amp; British Values</li> </ul>	Good	<p><b>Key Priority 5</b> To improve attendance across the school</p> <p>To reduce the number of persistent absentees to 8%</p> <p><b>Key Priority 6</b> To continue to develop children's understanding of behaviour for learning expectations and develop their resilience.</p>

## The Effectiveness of the Early Years Provision: the quality and standards

<p><b>ACHIEVEMENT IN THE EARLY YEARS</b></p> <ul style="list-style-type: none"> <li>• Pupils rates of progress and achievement</li> <li>• Attainment Gaps closing</li> <li>• Pupils’ needs and attitudes to learning</li> </ul> <p><b>TEACHING IN THE EARLY YEARS</b></p> <ul style="list-style-type: none"> <li>• Learning Environment, programmes and imaginative experiences</li> <li>• Teaching impact</li> <li>• Assessment, quality of observations and planning</li> </ul> <p><b>BEHAVIOUR &amp; SAFETY IN THE EARLY YEARS</b></p> <ul style="list-style-type: none"> <li>• Positive behaviour, health safety and well-being</li> </ul> <p><b>LEADERSHIP &amp; MANAGEMENT IN THE EARLY YEARS</b></p> <ul style="list-style-type: none"> <li>• Engagement with parents and carers</li> <li>• impact of leaders actions on pupil outcomes, including securing improvement in the quality of teaching</li> </ul>	Good	<p><b><u>Key Priority 7</u></b></p> <p>Accelerate the rates of progress from starting points so that a greater proportion of children achieve GLD and above, especially in writing and phonics</p> <p><b><u>Key Priority 8</u></b></p> <p>To continue to improve the quality of teaching in the EYFS so all teaching is good or outstanding</p>
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## Effectiveness of Leadership and Management

<ul style="list-style-type: none"> <li>• High expectations, direction and impact</li> <li>• Robust self evaluation and strategic planning: Securing improvement in teaching, learning and outcomes, including for disadvantaged pupils</li> <li>• Monitoring for Improvement in Teaching: Performance Management &amp; the Professional Standards</li> <li>• Governors deployment of their duties</li> <li>• Pedagogy, positive climate and innovation</li> <li>• Impact of the curriculum</li> <li>• SMSC &amp; British Values</li> <li>• Equality of opportunity for all</li> <li>• The effectiveness of safeguarding procedures</li> <li>• Protecting pupils from radicalisation and extremism</li> </ul>	Good	<p><b><u>Key Priority 8</u></b></p> <p>To strengthen the capacity of middle leaders so that they have a greater impact on diminishing difference in the rates of progress and attainment for different groups of children.</p>
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