

School Self Evaluation tells us:-

- Secure an overall grade of outstanding in all areas and achieve targets for good and outstanding teaching.
- Meet challenging targets for end of each phase, year group and in phonics test, with emphasis on enabling the more able to excel
- Close the gap for PPG children, specifically for those who also have English as an Additional Language and Additional Educational Needs.
- Eradicate poor attendance and ensure that families are supported with achieving better rates of attendance, particularly for those who are vulnerable
- Develop children's ability to learn cooperatively and independently; providing them with skills to be resilient, self-motivated and to think outside the box
- Improve the specific teaching of:-
- Maths – misconceptions/challenge/pace/differentiation
- Develop Thinking skills and metacognition
- Further develop teacher's precision of the use of AfL techniques, specifically responsive teaching, questioning and feedback that makes a difference
- Embed IT across the curriculum
- Secure Healthy Schools Gold by focusing on improving mental health, wellbeing and mindfulness for staff, families and children.
- The development of higher level questioning across the curriculum
- A focus on differentiation as a medium to develop independent work

Ofsted (April 2017) tells us:-

- Improve the effectiveness of the school's assessment system further so that it: enables teachers to plan learning activities more sharply to further increase the proportion of pupils, including those from disadvantaged backgrounds, meeting and exceeding the national standards.

School Improvement Partners (2019-20) tell us to

- To further develop consistent learning intentions and success criteria that challenge and deepen conceptual understanding for children
- To further develop staff understanding of more robust formative assessment to enhance conceptual understanding, especially for the higher attainers and in the areas of marking and feedback
- To consistently implement the school's vision for challenge across all classes and provide children with even more ownership of their learning

Islington moderators EYFS and KS1 (Summer 2019) told us:

- To consider finding different ways to record all children's practical work and individual thinking.
- To ensure that there are more opportunities for writing across the provision.

Stakeholders tell us we need to:

- Prioritise the three core themes for the year ahead of consistency, challenge and expectations
- Continue to build links within the local and wider community, particularly with parents/ carers
- Ensure clarity in communications and support families with communicating appropriately with the school

Our wider Trust focus is to:

- Further develop staff implementation of the Trust's core vision and ethos to enable the provision to provide children with wide ranging of opportunities to learn, enjoy and succeed.
- Continue to develop effective processes for assessment *of* and *for* learning across the Trust – ensuring that the systems for recording periodic assessment are fit for purpose and effective.
- Utilise Thinking schools, growth mind-set and philosophy as a tool to improve children's resilience, determination, and critical thinking and enquiry skills.
- Developing a collaborative approach across our schools to share good practice across our schools, building on the skills, expertise and expertise of all practitioners.
- Ensure high expectations for more able children to secure increased rates of progress and attainment
- Provide further opportunities for children to develop enquiry based approaches to their learning.

Criteria 1 Quality of Education

- Refine our school wide vision to ensure that the intent, implementation and impact of our enriched curriculum is known and understood by all
- The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points.
- Ensure that our curriculum equips our pupils with the knowledge, creative opportunities, experiences, breadth, balance and cultural capital to become interested and interesting global citizens
- Improve children's metacognition and ability to learn and think outside the box through Philosophy, thinking schools, growth mind-set and broad/balanced curriculum
- Develop staff understanding of challenge and the impact of this on children's learning and ability to think and so develop wider, more rounded skills and knowledge.
- Improve the quality of teacher subject knowledge to enable more effective teaching of IT
- Ensure that teachers are explicitly teaching the 4 operations in mental maths as well as threading reasoning and problem solving throughout the maths curriculum.

Criteria 2 Behaviour and attitudes

- Improve attendance and punctuality for all children particularly those who are persistent and those who have particular needs
- Embed consistency in behaviour policy (Stay on Green) across the school
- Develop children's metacognition, reasoning, self-challenge, resilience and determination through embedding Thinking Skills and Growth Mind-set and mindfulness across the school.
- Secure Healthy Schools Gold through development of mindfulness, mental health awareness, thinking skills, growth mind-set and developing healthy mind, body and soul.

Criteria 3 Personal Development

- Develop the quality of children's debating skills through philosophy for children
- Provide quality advice and guidance to help children decide on their next steps.
- Through the use of Thinking skills, mindfulness, the school and British values we effectively develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
- Continue to promote and thread the British values alongside the school values across the curriculum and school.
- Through a range of enrichment opportunities the school provides opportunities for pupils to develop their talents and interests to an exceptional quality.

Criteria 4 Leadership and Management

- Ensure that leaders, at all levels, are sufficiently trained to support teachers with wellbeing, pedagogy, subject knowledge and classroom based practice to ensure curriculum provision is outstanding.
- Leaders focus relentlessly on reducing workload and providing more bespoke CPD to ensure that teacher's well-being is supported alongside developing and strengthening the quality of the workforce.
- Ensure that the Local Advisory Board's strategic overview provides effective opportunities to fulfil the shared vision and priorities by impacting positively on school self-evaluation, monitoring and school development planning whilst holding leaders to account.
- The school's safeguarding procedures are meticulous and all members of the school community ensure that effective arrangements are in place to safeguard every child, adult and family.
- To further engage parents and the community thoughtfully and positively in a way that supports pupils' education.

Criteria 5 Early Years

- Provide more writing opportunities for children to access in all areas of learning.
- Ensure early interventions take place based on the baseline data so that children with particular needs are making progress in line with their peers.
- Practitioners expectations and subject knowledge are all of a high standards and can be seen through their environment set up, challenge and questioning techniques which move the learning forward.

