

Strengthen Middle Leaders' roles in making sure **improvements in teaching** are fully established across subjects and in checking that **pupils are making better progress** as a result.

Monitoring activities continue to include:

- Planning, teaching and work scrutiny independently as well as paired, tackling any weaknesses robustly and in a timely manner

English/Maths leads to establish and monitor '**minimum standards**' for teaching spaces to ensure **consistency in the learning environment**.

EYFS lead to introduce '**learning conversations**' in order to focus teaching staff on continually improving practice, regardless of experience.

Make sure that **pupils' behaviour** during the lunchtime break is of the same **consistent high quality** as their behaviour during morning break, in lessons and around the school by:

- Providing further training regarding behaviour expectations for Mid- Day Meals Staff
- Changing arrangements to the KS1 rota to improve the experience of children in the hall, corridor, as well as on the playground
- Oversight of Blue Behaviour Slips to be held by AHT in order to identify possible patterns emerging in line with behaviour management policy

Teaching **deepens and extends pupils' learning** sufficiently, including for the **most able**:

- High Attaining Pupils identified (through FFT in KS2) prior to pupil progress meetings
- HAP to be a focus in Pupil Progress Meetings, held ½ termly
- Differentiation to be evidenced in practice

What do we need to do to improve further?

Improve the progress pupils make in reading, writing and mathematics by ensuring that:

Teaching builds consistently on pupils' understanding

Edison Learning consultants to work alongside Middle Leaders in order to ensure a **focus on pupils' prior attainment and in-lesson progress**.

This will include auditing existing skills and using Aspire materials to self and peer assess Subject leads to ensure teacher subject knowledge is sufficiently broad – **lessons must include challenge for every child** 'Good Practice' school improvement meetings to re-visit **consistency using INSET materials**

Teachers' expectations of pupils are sufficiently high

Through the establishment of **regular 'standardisation' school improvement meetings** – year/phase/whole school High standards are reflected in '**minimum standards**' learning environments, with displays identifying best features of written work

**Every book** in each year group monitored for any underachievement by Middle Leaders alongside Senior Management Team – on a rolling programme

**Books are consistent**, without discrepancy, across year groups