



School Improvement – Five Year Plan (2020 – 2025)

Improving teaching and learning is at the heart of our School Improvement Plan

‘Learning and growing together as we follow Christ’

Our vision is to ensure that our children become **successful** learners who **enjoy** their learning, are **challenged** in their thinking, make good progress and **excel** in an environment where everyone is valued and respected.

Our children will **‘shine’**. We will empower our children to become resilient and respected citizens to make valuable contributions both locally and globally in a learning environment where curiosity and **discovery** are fostered, where children are prepared for our rapidly changing technological world and in which spiritual, moral, social and cultural development is encouraged

The key Christian values central to our ethos are:

Friendship, Compassion, Trust, Service, Forgiveness and Creation

Our Beliefs:

- ***We believe that every child deserves a Champion***
- ***We believe that we can all improve as teachers & educators***
- ***We believe that all staff should engage in relevant research to further improve their practice***
- ***We believe in the limitless potential of people***
- ***We believe that truly great teaching is that which improves pupils' progress***
- ***We believe that teaching requires dedication and sweat***
- ***We believe that you cannot just wish teachers & pupils to improve – You have to create the conditions for them to grow***
- ***We believe that basic English & Maths skills are essential to pupils making good progress***
- ***We believe that feedback to pupils should be timely and respond to the needs of the individual so that they can engage with the feedback & improve as a result***
- ***We expect every teacher to plan lessons which include 'challenge'***
- ***We admire generosity of spirit and commend staff who 'go that extra mile'***
- ***We acknowledge that we all make mistakes and that we learn from them***
- ***We follow the Christian values of: Friendship, Compassion, Trust, Service, Forgiveness and Creation***

Vision 2025

In 2025 Tittensor will be a school where pupils making exceptional progress way beyond that which they themselves think they are capable of, and that all our pupils set off to Middle School as confident, ambitious learners with the personal skills and aptitudes to thrive.

In 2025 Tittensor will be a school where we have a challenging, inclusive curriculum, one which fosters questioning, curiosity and imagination, and is shaped according to what our pupils need in order to thrive for the rest of their lives as spiritual, ethical, informed global citizens.

In 2025 Tittensor will be a school where we have a highly functioning Pastoral system, one where our pastoral and academic systems operate seamlessly together as one to ensure that every child at Tittensor has a voice and a choice.

In 2025 Tittensor will be a school where pupils are provided with outstanding opportunities to succeed, both inside and outside the classroom

In 2025 Tittensor will be a school where we have the highest expectations of pupils and ourselves, where every pupil, no matter his or her starting point, is expected to try as hard as he or she can, and behave as well as he or she can, without qualification.

In 2025 Tittensor will be a school where we have truly great, evidence-based teaching & learning, where we collaborate as a whole staff on finding out what works and we evaluate our practice regularly against what we know works.

In 2025 Tittensor will be a school where we have high levels of parental support, where parents have the highest aspirations for their children, where they work with us to foster curiosity and imagination in their children.

In 2025 Tittensor will be a school where we cherish health and wellbeing, where every single one of us is wholly committed to our work, but has time to enjoy life beyond Tittensor School, with family and friends, so that the school/home balance is in true harmony and we embody a celebratory, sustainable approach to life.

In 2025 Tittensor will be a school where we have a core set of values that we live by, where our core Christian values – Friendship, Compassion, Trust, Service, Forgiveness and Creation – direct our every interaction.

In 2025 Tittensor will be a school where all our children are equipped with the skills to be critical thinkers, able to use initiative and a growing entrepreneurialism to ask questions and solve problems. They will be confident speakers who can hold authentic conversations with adults and children.

In 2025 Tittensor will be a school where our pupils will be global citizens who actively engage with opportunities for innovation and collaboration, and are confident in the use of the ever changing technologies that are available to them.

‘Learning and growing together as we follow Christ’

Overview of General Success Measures 2020-2025

Our headline Key Stage 1 national success measures will place us in the top 10% of comparable schools

All teaching will be rated at least good, with at least 40% of teaching rated truly great at the end of each Performance Management cycle.

Our pupils will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed.

Our pupils will continue to have a positive attitude to reading, and numbers will be a genuine source of fascination as we raise pupils' numeracy skills and love of maths even further.

Our teaching & learning strategies will be developed by high quality, evidence-based CPD which will meet the new national CPD standards, and help us to recruit and retain the very best teachers.

We will have a school where our Christian values of Friendship, Compassion, Trust, Service, Forgiveness and Creation, permeate everything we do.

Our Christian ethos will be embedded into our daily lives making us well-rounded, spiritual citizens, equipped for the ever changing world.

1. To enhance pedagogy - Teaching over time in all year groups is outstanding and never less than good

Strands

- 1.1 Embrace and embed the concept/understanding of 'mastery and depth' – Put 'reasoning and thinking' at the centre of learning
- 1.2 Marking, feedback and assessment
- 1.3 No walls; no ceiling – outstanding learning outside the classroom complements & enhances the outstanding learning indoors
- 1.4 Enhance teacher subject knowledge

Actions

- 1.1a Ensure that there are more opportunities for pupils to master the objective (not just cover them) – ensure quality of teaching is more consistent
- 1.1b Expect pupils to reason and think more deeply – build resilience and resourcefulness
- 1.1c Create 'enquiry-based' classrooms
- 1.1d Inquisitive learners – Ensure pupils have the skills and opportunities to ask questions willingly (That extend and deepen understanding) - Improve the quality of questioning, especially pupil to pupil questioning
- 1.1e Investigate and develop strategies to improve pupil metacognition
- 1.1f Embed and extend opportunities for collaborative working
- 1.1g Slim down planning to allow more time for preparation (Effective use of PPA time)

Actions

- 1.3a Involve everyone at Tittensor in thinking about what we like about learning outdoors & what could be better
- 1.3b Forest Schools – Find out what other outstanding schools are doing & think about how we can learn from them
- 1.3c Increase the amount of learning happening outdoors & make sure that it is interesting & exciting
- 1.3d Timetable effectively shared use of outdoor learning spaces
- 1.3e Ensure children are encouraged to experiment with their learning outdoors but know how to keep themselves safe
- 1.3f Develop outstanding outdoor spaces in the foundation stage to support learning outdoors
- 1.3g Plan an 'Environmental Week' to launch & promote outdoor learning
- 1.3h Train the midday team to make the most of the outdoor space & improve the quality of talk for learning outdoors
- 1.3i CPD – Train teachers to use the outdoors when teaching, especially science & geography; improve staff knowledge of what to expect of their pupils in all subjects & the best ways to get the highest standard of work from pupils
- 1.3j Parents are involved in learning outdoors
- 1.3k Further develop the effectiveness of outdoor provision in nursery and reception in contributing to high outcomes for pupils

Actions

- 1.2a Embed Marking and Feedback Policy
- 1.2b Ensure that feedback and assessment are at the core of all teaching
- 1.2c Whole staff CPD on feedback – all staff work 'smarter' and are focused in ensuring that feedback is a vital component in the planning process (Mark-Plan-Teach)
- 1.2d Embed/design quality assurance process – review book scrutiny and lesson observation forms; review QA process for assessment
- 1.2e Ensure that pupils have clear understanding of how they can improve their work, especially in Maths

Actions

- 1.4a Further develop teacher subject knowledge to provide support and challenge for all pupils, including higher attainers – Whole school Maths & Science subject knowledge CPD
- 1.4b Audit/identify individual staff strengths/weaknesses in Maths & in English (SPAG) subject knowledge & provide targeted CPD as required
- 1.4c Bespoke CPD Action Plan developed, linked to individual and whole school needs

Success Criteria -

- Teaching over time in all year groups is consistently good and often outstanding
- Pupils are encouraged to make their thinking explicit through their questioning
- Work scrutinies, learning walks and lesson observations all show an increase in effective formative assessment.
- Staff mark the agreed number of specified pieces of work over a term, focusing on feedback to improve outcomes
- The vast majority of pupils reach end of year group expectations
- Pupil misconceptions are identified early and corrected

2. Outcomes for Pupils - All pupils make substantial and sustained improvement in each year group and across the curriculum

Strands

- 2.1 Ensure effectiveness of 'interventions' - To be relentless in securing improved outcomes for children identified as falling behind (including identified vulnerable groups) – Review effectiveness of Learning Support Staff
- 2.2 CPD - create a highly effective 'career-development' CPD programme
- 2.3 Ensure all pupils make good progress in Writing
- 2.4 Rigorous monitoring of data – Progress of groups

Actions

- 2.1a Ensure the right type of intervention for potentially vulnerable pupils
- 2.1b Recognise barriers to learning and provide effective support to pupils to remove them
- 2.1c Develop use of 'pre-teaching' and 'pre-assessment'
- 2.1d Maintain targeted support for those pupils eligible for pupil premium
- 2.1e Ensure that teaching assistant time is targeted for maximum effectiveness in raising standards, targeted high quality, structured intervention, enhancing provision and the smooth running of the school

Actions

- 2.2a Latest 'evidence based' research shared with staff – (Developing 'evidence-based' teaching & learning strategies)
- 2.2b All staff engage enthusiastically with research & professional development that moves on their learning & has a positive impact on school & pupils
- 2.2c All teachers to be able to demonstrate the impact of their teaching on pupil outcomes so that pupils make typical and better progress from their last statutory benchmark
- 2.2d Continue to develop partnerships that will help us provide excellent professional development
- 2.2e Quality CPD ensures that all teachers know what typical or better progress looks like for all pupils in their class
- 2.2f Embed 'open door' approach so that all staff share good practice

Actions

- 2.3a Rigorous monitoring/triangulation of Writing – appropriate support/interventions given as early as possible (Early identification)
- 2.3b Develop 'Reading for pleasure' – foster a love of reading
- 2.3c Review the planning and teaching of writing
- 2.3d Forensic data analysis – ensure early identification of any children needing additional support
- 2.3e Ensure quality cross-curricular opportunities for pupils to apply writing skills
- 2.3f Monitor the quality of handwriting to ensure standards are always high in writing
- 2.3g Audit of staff subject knowledge ensures that appropriate English CPD is planned & delivered
- 2.3h Continue to communicate with, and involve, parents in English development
- 2.3i Embed the teaching of reading and writing

Actions

- 2.4a To increase the number of children who exceed age related expectations by the end of reception
- 2.4b Ensure that all GLD pupils progress to at least meeting expectations and above in reading, writing and maths in KS1
- 2.4c Accelerate progress of pupils in Writing across KS1 - with a focus on prior middle achievers and more able disadvantaged pupils
- 2.4d Design a quality assurance process – review book scrutiny and lesson observation forms

Success Criteria -

- 100% of staff engaged in some form of CPD opportunity
- All teaching will be rated at least Good, with at least 40% of teaching rated outstanding at the end of each Performance Management
- Our headline Key Stage1 data shows improved outcomes & progress for pupils
- Pupils are given increased opportunities to reason and think deeply – They are more resilient and resourceful
- The quality of pupil questioning (especially pupil to pupil) is improved
- All pupils use cursive handwriting
- All pupils are able to write at length and in arrange of genres

3. Leadership & Management – Leaders motivate an effective teaching staff to deliver high quality education for every child

Strands

- 3.1 Secure excellence in leadership & management
- 3.2 Ensure leaders forensically use evidence available to provide effective support, demonstrate timely progress and pinpoint areas for development/intervention
- 3.3 Develop role of middle leaders
- 3.4 Enhance collaboration across network of schools

Actions

- 3.1a All leaders, including governors, are highly ambitious for all pupils and lead by example
- 3.1b Leaders act on a deep and accurate understanding of the school's performance
- 3.1c All staff see themselves as leaders in line with their experience and career development
- 3.1d Increase distributive leadership in securing improved practice and increased amounts of outstanding teaching and learning across the whole school
- 3.1e Governors to continue to develop knowledge and skills to ensure effective governance and to hold senior leaders to account for school performance
- 3.1f All teachers to be able to demonstrate the impact of their teaching on pupil outcomes so that pupils make typical and better progress from their last statutory benchmark
- 3.1g All Governors contribute to strategic direction of school, ensuring clarity of vision and ethos
- 3.1h Continue to ensure rigorous Performance Management for all staff is in place
- 3.1i Ensure financial management is driven by school improvement plan
- 3.1j Ensure that learning environments promote curiosity and facilitate good learning
- 3.1k Encourage every member of staff to be in at least one 'team' to develop an aspect of the school – everyone has the chance to be strategic and have an input into direction of the school.
- 3.1l Ensure communication with, and engagement of, parents is good – raising aspirations/ fostering curiosity

Actions

- 3.2a Ensure quality, purposeful half-termly 'Pupil Progress Meetings' facilitate accurate data captures which is effectively used to provide early identification of any pupils requiring intervention
- 3.2b Ensure effective monitoring of interventions – are they effective/fit for purpose?
- 3.2c Governors continue to strengthen school leadership through challenge & support informed by a secure knowledge of the school's strengths and areas for improvement
- 3.2d Enhance links with the Stone Cluster to quality assure assessment/interventions/ data analysis
- 3.2e Ensure appropriate pastoral care systems are in place

Actions

- 3.4a Develop role of middle leaders to ensure all have the knowledge, understanding and skills to further develop the whole curriculum including outdoor learning
- 3.4b Provide leadership opportunities for staff who demonstrate initiative, drive & vision
- 3.4c Ensure that every middle leader can develop an aspect of the school – everyone has the chance to be strategic and have an input into direction of the school.

Actions

- 3.5a Continue to develop effective headteacher network (DIP)
- 3.5b Continue to develop effective 'leaders' networks (Stone Cluster)
- 3.5c Continue to provide quality opportunities for pupils to work collaboratively with pupils from other schools
- 3.5d Explore links with networks in other parts of the country
- 3.5e Explore links with networks internationally (Empatico, British Council, Tom Whittingham)

Success Criteria -

- A sustainable school which ensures improved teaching and learning for all members and is underpinned by good governance.
- Pupils' outcomes are maintained/ improve over the next five years – in EYFS, KS1 and KS2
- Robust financial management is driven by school improvement plan
- All stakeholders contribute to strategic direction of school – vision and ethos is known and understood by all

4. Mental Health and Wellbeing – Our school community work together to ensure that everyone feels safe, stays well and shows respect to one another.

Strands

- 4.1 Safeguarding
- 4.2 Mental health/Healthy living for pupils, parents and staff – develop portfolio of agencies
- 4.3 Employability: Pupils identify & nurture their own talents & ambitions; they are independent & responsible & learn from one another; they are positive, confident & resilient & they take risks to succeed
- 4.4 Transition arrangements
- 4.5 Develop a Tittensor Wellbeing Scheme of Work (Wellbeing curriculum team)

Actions

- 4.1a Continued & regular safeguarding, e-safety & PREVENT training for pupils & parents - improve the whole school community's understanding of safe online behaviour for our children
- 4.1b Ensure all safeguarding policies and procedures are robust and effective
- 4.1c Investigate options to further improve site security
- 4.1d Engage with NSPCC safeguarding programmes

Actions

- 4.2a Increase the school's capacity to support children's mental health issues
- 4.2b Children love coming to school & make outstanding progress because all their learning, emotional & pastoral needs are met; no-one is left behind
- 4.2c Workshops for parents on healthy lifestyles incl nutrition, exercise, common ailments, mental health & medical needs; parent & children cookery & fitness clubs
- 4.2d Develop approaches to mindfulness for staff and pupils across the school
- 4.2e Continue to develop role of 'Wellbeing' Teacher Assistant
- 4.2f The curriculum promotes mental health & wellbeing
- 4.2g Ensure that the most 'at risk' pupils are signposted for dedicated, targeted support – early identification
- 4.2h All pupils equipped with strategies which enable them to have authentic conversations with themselves, their peers and teachers
- 4.2i Ensure pastoral care systems are robust and fit for purpose so that every child has 'a voice and a choice'.

Actions

- 4.3a Involve everyone at Tittensor in thinking about how well we prepare pupils for life beyond school & what we could do better – School Council, parents, staff, governors, local Universities, employers
- 4.3b Develop/enhance employability skills in schools eg resilience, confidence, independence, collaboration & risk-taking
- 4.3c Focus on employability skills contributes to outstanding teaching & learning & to outstanding achievement – Encourage/teach children to identify & nurture their own talents & ambitions; Teach & use problem solving approaches to promote resilience, independence, collaboration & risk-taking; staff provide excellent models of resilience, confidence, independence, collaboration & risk-taking for pupils to emulate
- 4.3d Employability skills such as independence & collaboration, resilience & risk-taking begin in the foundation stage – identify what resilience, confidence, independence, collaboration & risk-taking' means in the foundation stage
- 4.3e Develop the metacognition skills of pupils
- 4.3f Provide structured opportunities for pupils to engage in oracy/debating/recital

Actions

- 4.4a Continue to improve in-school transition arrangements so that all pupils move smoothly from one year group/team/key stage to another
- 4.4b Further enhance links with local Middle Schools to smooth the transition process for pupils
- 4.4c Enhance links with PVI/ Pre-School providers

Actions

- 4.5a Provide appropriate CPD to staff – Mental Health
- 4.5b To offer support in the form of interventions and 1:1 sessions for children and their families.
- 4.5c To access quality interventions and advice.

Success Criteria -

- All children believe that life is not something that is 'done to them' but can be grasped and moulded into something meaningful
- Pupils are confident, positive and resilient. They are encouraged to critically reflect on their knowledge, understanding and ideas
- The school community work together to ensure all feel safe, stay well and show respect to one another
- 'Barriers to learning' are recognised early and learners supported through them
- Pupils have increased opportunities to work collaboratively – pupils have skills to be 'critical friends'
- All pupils consistently display positive learning behaviours
- Pupils understand how they learn and use their understanding to enhance their learning/progress – They can articulate what makes their learning 'stick'
- Pupils offer and take feedback in a positive way even if the messages suggest that something requires improvement
- Pupils recognise and accept that making mistakes are a natural part of learning

5. Curriculum - Ensure Curriculum is relevant and challenging – opportunities to extend Maths and English skills in all areas of the curriculum

Strands

- 5.1 Make explicit opportunities for cross curricular links – English & Maths
- 5.2 Ensure a curriculum that recognises the importance of health & wellbeing, including mental & emotional health, in success & happiness
- 5.3 Examine the extent to which pupils might design their own personalised curriculum
- 5.4 The school's broad & balanced curriculum ensures very good learning for all pupils across all subjects
- 5.5 Ensure that our curriculum is a curriculum that prepares pupils for life

Actions

- 5.1a To monitor and evaluate the impact of writing improvement strategies on pupil outcomes and build on this in order to secure sustained, long-term improvement – Cross curricular opportunities
- 5.1b Map planned reading across the curriculum Develop & embed 'English/Literacy for pleasure'
- 5.1c Planned cross curricular writing opportunities using appropriate vocabulary
- 5.1d Support pupils to develop fluent reading capabilities – opportunities to read a range of texts across a range of subjects
- 5.1e Pupils are exposed to a wide range of vocabulary (Word-rich learning environments)
- 5.1f Pupils provided with opportunities to develop handwriting fluency (Cursive)

Actions

- 5.2a Examine the potential impact on pupils' learning of activities to promote character, community, citizenship and spirituality
- 5.2b Pupils & staff treat each other with respect & kindness
- 5.2c Pupils demonstrate strong values and digital resilience
- 5.2d Levels of attendance are above national levels – PA levels are below national
- 5.2e Develop the metacognition skills of pupils
- 5.2f The curriculum promotes mental health & wellbeing
- 5.2g Expect pupils to reason and think more deeply – build resilience and resourcefulness across the curriculum
- 5.2h Inquisitive learners – Ensure pupils have the skills and opportunities to ask questions willingly (That extend and deepen understanding)
- 5.2i Ensure that the learning environment communicates our values and vision, complements our curriculum and promotes curiosity

Actions

- 5.3a Ensure that pupils can see the purpose & meaning in everything they learn – a curriculum that establishes the 'why' before the 'what'.
- 5.3b Examine the extent to which pupils might design their own personalised curriculum to include what interests them & the way they like to learn (collaboratively, practically, independently)
- 5.3c Ensure long-term planning shows meaningful learning and progression for the children at Tittensor
- 5.3d Curriculum provides opportunities for 'thoughtful conversations' – pupils are able to articulate their knowledge, understanding and

Actions

- 5.4a The quality of teaching across the curriculum is consistently good or better – Consistently high expectations evident
- 5.4b Maths & English are exceptionally well taught, including across the curriculum
- 5.4c Ensure that the learning environment promotes curiosity/ questioning and good learning
- 5.4d Ensure a wide and varied range of extra-curricular activities are offered to pupils
- 5.4e Ensure that indoor and outdoor learning opportunities are maximised

Actions

- 5.5a Examine how performance skills might contribute to a curriculum that prepares pupils for life
- 5.5b Introduce oracy across the curriculum
- 5.5c Define excellence – ensure a shared understanding, supported by collections of exemplar work & questions, that define excellence for each year group & each subject
- 5.5d Establish expected knowledge for each subject – Embed Knowledge Organisers

Success Criteria -

- Pupils develop a lifelong love of learning – Pupils find the curriculum interesting, exciting and relevant
- Pupils are fearless readers
- Pupils enjoy Maths and English and make very good progress across the whole school
- The learning environment fosters curiosity
- Questioning is an embedded feature at all levels in the classroom culture
- Pupils show a 'mastery' of end of year group expectations by using and practicing concepts in a range of contexts across the curriculum
- Pupils have opportunities (and skills) to work collaboratively

6. To embed our Christian distinctiveness – All children will uphold the Christian values and teachings

Actions

- 6.1a Increase opportunities for pupils to develop as global citizens, including expanding pupils understanding of Christian diversity and Anglican traditions around the world.
- 6.1b Strengthen partnerships within the diocese so that they may effectively support Church school improvement.
- 6.1c Ensure evaluation systems used by governors robustly monitor the impact and challenge the effectiveness of the school.
- 6.1d Ensure Christian Distinctiveness meetings support succession planning and all stakeholders contribute to a deeper understanding of Church School education.

Strands

- 6.1 Ensure succession planning enables staff to have a deeper understanding of Church school education
- 6.2 Embed an RE curriculum that recognises the importance of the teachings of the Church
- 6.3 The school's worship reflects our Christian vision
- 6.4 The school's motto permeates the school ethos and children flourish
- 6.5 Ensure that our Christian values are embedded into all aspects of our children's actions

Actions

- 6.2a Implement the newly planned curriculum, including the relationship and sex education policy, to further embed the school's Christian vision.
- 6.2b Continue with an innovative approach to religious education (RE) that fosters inclusive and purposeful relationships where all faiths are respected and dignity is provided for all.
- 6.2c Ensure that RE expresses the school's Christian vision and contributes to the Christian distinctiveness.
- 6.2e Implement detailed planning to ensure links are made to the Christian values, vision and specific church festivals

Actions

- 6.3a Continue to embed the positive relationship with the church community to enhance the collective worship experience which encourages both pupils and adults to thrive spiritually.
- 6.3b Ensure that pupils can articulate, in an age appropriate manner, key Christian concepts.
- 6.3c Embed the Christian vision and associated values so that children uphold the dignity and values of pupils as unique individuals. As a result, pupils of all faith, backgrounds and abilities have hope, aspirations and feel welcomed into a Christian community.
- 6.3d Promote collective worship as a much-valued part of the day through Bible stories, music, prayer and stillness so that worship is inclusive and invitational.
- 6.3e Ensure that worship is well supported by school leaders and dedicated members from St. Luke's church.
- 6.3f Worship themes inspire social action.

Actions

- 6.4a Provide an inclusive, caring and nurturing Christian environment where all flourish.
- 6.4b Ensure all school leaders and governors have a good understanding of the needs of the school and provide effective support so that pupils receive the assistance that they require for their social, emotional, academic and spiritual wellbeing.
- 6.4c Embed the school's two parables, ensuring they are embraced further so that the wider community can understand and rejoice in the school's Christian foundations.
- 6.4d Pupils are proud of the contribution that they make to decision making

Actions

- 6.5a Embed the vision and ensure that it is securely underpinned by the parables on which it is built.
- 6.5b Build upon established and strong relationships with parents to develop further their understanding and knowledge of the Christian vision and values with their theological underpinning.
- 6.5c Ensure pupils are confident in expressing how a relationship with Jesus can impact on the lives of those who choose to follow him.
- 6.5d Continue to strengthen our global partnership with Kenya to empower pupils to become courageous advocates as global citizens.
- 6.5e Embed the roles and responsibilities of the student body members, eco group, buddies and Kindness Ambassadors to reflect our Christian values and ethos.

Success Criteria -

- Pupils achieve high standards of teaching and learning in a positive, Christian environment encouraging high levels of confidence, self-esteem and independence, ensuring children are educated for the future.
- Pupils receive an enriched curriculum, welcoming everyone.
- Pupils care for health, safety and the environment, respecting the community locally, nationally and globally.
- Pupils put our shared motto into practice: Learning and growing together as we follow Christ.
- All stakeholders share the vision biblically rooted in the parables of the Good Samaritan and the Prodigal Son

	Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
Year 1 (2020/21)	<p>Respond to RAISEonline/ASP & internal tracking systems</p> <p>Continue to raise pupil achievement & standards in all subjects</p> <p>All pupils make progress at least in line with National expectations; Many make better than expected progress</p> <p>Continue individual target setting & tracking of pupils</p> <p>Moderate & evaluate the quality of teaching & learning, focusing on provision of 'vulnerable' groups & higher achievers</p> <p>Continue to develop & promote pupil self-assessment strategies & opportunities – pupils to provide 'expert' feedback to peers. Develop choice of 'targets' by pupils</p> <p>Continue to improve attainment of pupils in writing in KS1</p> <p>Continue to raise standards in Literacy by developing strategies for writing across the whole school including handwriting</p> <p>Continue to raise attainment in using & applying Maths skills (Problem solving) – ensure sufficient opportunities for pupils to use maths skills in different ways to solve problems, or to record their work in their own way.</p> <p>Whole school focus on improving 'spelling' – more formal teaching of 'spelling'</p> <p>Develop/plan explicit opportunities for collaboration within the classroom & across the school</p> <p>'Why?' – ensure context for learning is made explicit</p> <p>Continue to improve phonics scores in Y1 check</p>	<p>Review Safeguarding Procedures with all staff and Governors.</p> <p>Embed current support structures by further enhancing care & one-to-one guidance</p> <p>Review SEN Passport format & effectiveness</p> <p>Develop eco-schools participation – recycling project – Develop awareness/ understanding of environmental issues</p> <p>Continue programme of strong liaison with parents – develop community celebration events.</p> <p>Develop 'Grow & Eat'</p> <p>Behaviour audit – review Behaviour Policy. Look at involving/informing parents re: +ve behaviour/celebrations. Maintain outstanding standards of behaviour in order that behaviour never impedes learning (Behaviour for learning)</p> <p>Continue to develop 'collaborative' working in the classroom, between year groups and between schools (Stone Cluster)</p> <p>Promote/celebrate cultural diversity – themed weeks (British Values)</p> <p>Raise profile of reading across the school</p> <p>Run parent workshops to support children at home with core skills and strategies</p> <p>Continue programme of strong liaison with parents – 'workshops' every ½ term plus 'getting to know your school' presentations</p> <p>Develop further opportunities for reflection in the outside and inside</p>	<p>Clarify expectations for teaching and learning through developing own criteria for a 'good' or 'outstanding' lesson</p> <p>Continue to develop learning through play activities in FS, particularly those that develop literacy (R&W) & numeracy skills</p> <p>Review homework policy</p> <p>Investigate changing 'LO' into a question</p> <p>Tittensor assessment criteria in common use & understood by pupils</p> <p>Continue to develop high quality cross curricular links across a growing range of subjects</p> <p>Review teaching of spelling</p> <p>Review presentation expectations</p> <p>Ensure AfL is used to reshape and amend lessons, if necessary, within the lesson as a result of children's comments, learning and feedback</p> <p>Improve impact of LSA support upon learning within lessons through CPD and setting own criteria for LSA support</p> <p>Ensure effective & efficient use of additional 'sports' funding</p> <p>Continue to embed 'fix it time'</p> <p>Develop pupil awareness/ understanding of peers skills to enable delegation of tasks within groups</p> <p>Further develop outdoor learning opportunities</p> <p>The role of 'learning Ambassadors' developed</p>	<p>Ensure that feedback and assessment are at the core of all teaching – New Teaching and Learning Policy to reflect this</p> <p>Ensure quality of teaching and learning is good or better</p> <p>Deliver 'success criteria' from Post Ofsted Action Plan</p> <p>To continue to safeguard & promote the well-being of every child & to protect children in our care – review safeguarding roles & systems.</p> <p>Increase opportunities and focus of science throughout the school – Science week held</p> <p>Raise proportion of outstanding teaching. Ensure that the quality of teaching & learning is consistently good or better.</p> <p>Regular standardisation & moderation exercises planned & are routine – teachers & support staff actively engaged. Ensure consistency in teacher assessment – Engage in Cluster activities</p> <p>Subject leaders to take on more responsibility for enhancing their subject area through leading projects/theme weeks/events and ensuring these are publicised to parents and in the local press. – Paired observations planned</p> <p>Improve contributions of LSAs to the effective delivery of guided reading through training workshops – review role of LSA & their 'value for money'</p> <p>Review marking/feedback across the school</p> <p>Empower 'risk taking' in the classroom</p> <p>Review planning – planning to be minimal but preparation/resources are essential tools</p> <p>Succession planning / retention & recruitment - Develop middle leaders/leaders for the future</p> <p>Quality CPD for all staff & governors planned</p> <p>Engage all stakeholders in SEF review</p> <p>Identify support & models of outstanding practice with cluster of local schools</p> <p>Develop/extend regular 'sharing networks'/ cooperative working with partners</p> <p>Raise pupil aspirations by developing links with local businesses & universities</p> <p>Raise profile of reading across the school</p> <p>Develop outstanding standards of leadership & management across whole school</p> <p>Continue to close the gender gap</p> <p>Continue to challenge/ extend our more able pupils</p> <p>Review the effect of intervention strategies</p>	<p>Refurbishment of EYFS classroom</p> <p>Paining of all classrooms</p> <p>Painting of entrance and foyer, including new flooring</p> <p>Continue to develop outdoor areas for communication, reading & drama</p> <p>Resurfacing of playground and new markings to promote physical activity</p> <p>Further develop outdoor areas for EYFS</p> <p>New canopy fot the community room</p> <p>Key pad on hall door to promote safeguarding</p> <p>New outdoor lighting</p> <p>Updated fire/ lockdown system</p>

	<p>Embed Maths mastery</p> <p>Review effectiveness of Pupil premium strategy</p> <p>Ensure challenge for most able writers – sustained writing opportunities</p> <p>Continue to develop and quality assure assessment systems</p> <p>Improvements to collection of evidence for reading assessment</p>	<p>environment – development of learning environment/ learning spaces</p> <p>Raise children’s awareness of multicultural Britain</p> <p>Actively teach pupils ‘questioning skills’ so that they become critical thinkers</p> <p>Continue to develop positive working relationships with parents to improve outcomes for learners & raise aspirations</p> <p>Increase pupil participation within lessons through planning more practical activities, inviting pupil views about learning and themes, pupils creating own learning objectives and success criteria, peer and self-assessment.</p> <p>Set up structured conversations with parents to discuss children who have SEN or are identified by the school as vulnerable</p> <p>Continue to develop communication between home and school with a focus on key areas for school improvement</p> <p>Mental health strategy/ training introduced</p> <p>Nurture/Wellbeing group established</p> <p>Promote NSPCC ‘Pants’ programme</p> <p>Add parents in school achievements to whole school celebration assemblies</p> <p>Improve global awareness through developing international links</p> <p>Further develop ‘Dads’ involvement in school life (Den building, construction activities, story-telling, etc)</p> <p>Pupils recognise that raising questions is an important part of their learning & appreciate that asking questions is at least as important as finding answers</p>	<p>Further develop links with industry – ‘Enterprise’ weeks</p> <p>Reading for Pleasure – involve community in ‘celebrating’ reading</p> <p>Ensure Marking & feedback Policy is consistently & effectively followed</p> <p>Ensure all areas used for learning – develop ‘breakout’ areas</p> <p>Continue to provide high quality learning opportunities in Foundation Stage</p> <p>Increase proportion of outstanding teaching & learning in all year groups</p> <p>Create ‘word-rich’ classrooms – vocabulary building opportunities</p> <p>Ensure consistency in ‘Working Walls’ & opportunities to independently access a range of equipment</p> <p>Embed VIPERS</p> <p>Develop Tier 2 and Tier 3 vocabulary & identify where/when these words will be taught</p>	<p>Continue to enrich curriculum through extending links with local business, schools, higher education partners & other groups in our community – raise aspirations through careers day/events</p> <p>Ensure strategies in place to support spelling across the school</p> <p>Further develop role of Governing Body & raise their profile – develop Governor ‘Open days’.</p> <p>Provide CPD on ‘metacognition’</p> <p>Review curriculum aims of the school – conduct full teaching & learning review</p> <p>Embed problem solving skills across the curriculum throughout the school</p> <p>Further explore ways of developing pupil involvement in planning to ensure a well-developed sense of ownership of their learning</p> <p>Plan to use Pupil Premium effectively</p> <p>Share good practice/training for all staff - Create ‘open classroom’ ethos – encourage staff to share good practice</p> <p>Develop peer assessment opportunities & ‘reflection’ skills (Introduce ‘Reflection Time’). Train pupils to provide ‘expert’ feedback</p> <p>Review purpose of ‘playtime’ – ethos, zones, Houses, resources (Playground Leaders)</p> <p>Provide further opportunities for staff engagement in research informed CPD</p> <p>Sustain secure financial framework to ensure outstanding teaching & learning opportunities & facilities are maintained/enhanced</p> <p>Identify more opportunities for staff to observe & evaluate best practise</p> <p>Develop subject leaders understanding & knowledge of observing colleagues & delivery of constructive feedback</p> <p>Review induction processes for new staff and pupils</p> <p>Systematic evaluation of ‘schemes of learning’, ensuring an effective curriculum design that aims to put feedback and assessment at the core of our teaching</p> <p>Ensure a more rigorous quality assurance process, including a review of book scrutiny and lesson observation forms</p>	
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	Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
Year 2 (2021/22)	<p>Respond to ASP & internal tracking systems – robust data analysis system involving ALL staff is in place</p> <p>Further raise pupil achievement & standards in all curriculum areas : Continue to raise standards in Maths & Writing by end of Year 4</p> <p>All pupils make progress at least in line with National expectations; Most make better than expected progress</p> <p>Continue to enhance opportunities for writing</p> <p>Continue to Improve ‘spelling’ and vocabulary across the school – The more deeply & thoroughly a pupil knows a word, the more likely they are to recognise it, spell it, define it and use it appropriately</p> <p>Continue to develop strategies for writing across the whole school</p> <p>Develop strategies for increasing pupil engagement in assessment & tracking</p> <p>Further develop & maintain effective collaborative/ sharing networks</p> <p>Ensure all work has sufficient/ appropriate differentiation / challenge – Map cross curricular opportunities for English & Maths</p> <p>Revise existing school guidelines for ‘pride in presentation’ and relaunch to all staff and pupils</p>	<p>Review Safeguarding Procedures with all staff and Governors.</p> <p>Ensure that the teaching of social, moral, spiritual and cultural development/ British Values is embedded throughout the school.</p> <p>Continue to develop independent learners with focus on ‘basic skills’ and resilience</p> <p>Develop ‘presentation’ skills – groups to make presentations to other classes about their learning challenges</p> <p>Maintain outstanding standards of behaviour</p> <p>Further develop purposeful ‘playtimes’</p> <p>Continue to develop positive relationships with parents to improve outcomes for learners and raise aspirations</p> <p>Extend wellbeing/mindfulness opportunities – promote ‘social thinking’ skills</p> <p>Review accessibility plan</p> <p>Enhance engagement with ‘hard to reach’ parents</p> <p>Extend pupil voice/choice – curriculum design</p> <p>Plan opportunities for Pupil reflection</p> <p>Oracy – types of talk taught</p> <p>Continue to develop pupil critical</p>	<p>Health - big ‘push’ on PE, healthy eating, walk to school, healthy lifestyles – pupils & parents to be engaged</p> <p>Extend development of Writing skills (Cross curricular)</p> <p>Develop inquiry-based classrooms / Pupils as questioners (Curiosity)</p> <p>Continue to ensure all pupils are ‘challenged’ (Effective differentiation in all lessons)</p> <p>Continue to develop/enhance high quality cross curricular links/ application of skills</p> <p>Enhance school dining experience</p> <p>Review extra-curricular offer and try to ensure that activities on offer meet the needs of as many pupils as possible</p> <p>Investigate ways to further enhance creativity – Art/Drama/Music</p> <p>Embed ‘enquiry-based’ classrooms</p> <p>Develop ‘Family reading’ in EYFS</p> <p>Hold Poetry day/week</p> <p>Planned programme for oracy – recitals, debates, etc</p> <p>Embed outdoor learning opportunities</p>	<p>Ensure quality of teaching & learning is consistently good or better – Full teaching & learning review</p> <p>Review effectiveness of assessment systems</p> <p>Embed ‘Reflection time’ / Metacognition</p> <p>Plan effective use of pupil premium – Full review</p> <p>Continue to develop quality feedback systems – pupils as ‘experts’, pupils setting own targets, peer/self-assessment, review marking policy</p> <p>Review ‘teaching standards’ - Ensure all teaching staff know, understand and follow new teaching standards</p> <p>Maintain eco school involvement – Recycling project</p> <p>Develop links with outdoor ed providers (Shugborough, YHA?) – use of pupil premium to provide residential experiences</p> <p>Ensure teacher appraisal structure is consistent & robust</p> <p>Ensure monitoring processes are focused & support improvement</p> <p>CPD programme responds to School Improvement Plan</p> <p>Develop ‘forest schools’ / outside learning opportunities – Nature trail developed in grounds</p> <p>Sustain secure financial framework to ensure outstanding teaching & learning opportunities & facilities are maintained/enhanced</p> <p>To become a more sustainable school through a range of actions led by pupils & Governors</p> <p>Continue constant curriculum review/development – ensure progression of knowledge</p> <p>Promote the school as a highly-valued resource centre for the benefit of our wider community</p> <p>Ensure that our school is a ‘high trust’ workplace where colleagues ask each other for help – willingness to admit and learn from mistakes</p> <p>Conduct full review on effectiveness of learning support staff</p> <p>Review Behaviour Policy</p>	<p>Replace blinds in all classrooms</p> <p>Refurbish classroom – carpet & furniture</p> <p>Maintain focus on developing ‘Communication Friendly Spaces’ – Roleplay areas across whole school</p> <p>Replace outdated furniture on a rolling programme – Dining Room</p> <p>Continue to develop outdoor areas</p>

		<p>thinking skills – model questioning</p> <p>Provide more opportunities for reasoning & thinking/problem solving</p> <p>Pupils make their thinking explicit through their questioning – They consistently generate questions which promote higher order thinking</p> <p>Pupils act as ‘critical friends’</p> <p>Pupils cope with criticism from peers & learn from it (Growth Mindset/ Resilience)</p> <p>Pupils can articulate what makes their learning ‘stick’</p> <p>Collaborative learning – explore international links/opportunities</p> <p>Health checks for staff/ ‘Duvet day’?</p> <p>Pupils actively contribute to community initiatives and activities and have a positive impact.</p> <p>Children develop an understanding of local environmental impact by :Providing regular school-grown food to the kitchen</p> <p>Children develop healthy attitudes to relationships through learning about different types of families and relationships within our community</p> <p>Children have healthy attitudes towards mental health and understand their own emotions.</p>		<p>Identify capacity building strategies to ensure that we maintain high quality outcomes</p> <p>Investigate ‘mastery’ across the curriculum</p> <p>Develop class visit model – A self-regulating process for providing effective collaboration, personal reflection and professional growth</p> <p>Provide increased opportunities for staff to read research & try new ideas out in the classroom – Then feedback to other staff</p> <p>To engage all staff in a form of personalised CPD – expand our current programme of training to build in routes for career progression and external qualifications</p> <p>Reading – plan redevelopment of ‘reading areas’</p> <p>Middle leaders to engage with NPQML</p>	
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	Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
Year 3 (2022/23)	<p>Respond to ASP & internal tracking systems</p> <p>All pupils make progress at least in line with National expectations; Most make better than expected progress</p> <p>Ensure explicit differentiation within & across year groups</p> <p>Children achieve numerical fluency (all times tables and number bonds) by the end of Year 3.</p> <p>Review challenge of more able pupils</p> <p>Ensure mapped curriculum opportunities for all pupils to engage in extended learning projects</p> <p>Monitor effectiveness of interventions</p>	<p>Review Safeguarding Procedures with all staff and Governors.</p> <p>Ensure that the teaching of social, moral, spiritual and cultural development is embedded throughout the school – address equalities agenda (race, gender, disability, etc).</p> <p>Continue to develop independent learners with focus on ‘basic skills’ and resilience</p> <p>Pupils model excellent behaviour in and around the school and local community, demonstrated by courteous respectful relationships and high levels of self-regulation and resilience.</p> <p>Develop explicit ethos around aspirations & excellence – continue to build links with Universities & industry</p> <p>Pupils ask perceptive & insightful questions & develop relevant hypotheses</p> <p>Pupils critically reflect on their knowledge, understanding and ideas in light of new experiences/learning</p> <p>Develop ‘Anti Bullying Ambassadors’</p> <p>Review ‘routines’ within school</p> <p>Arts project – seek Arts Council funding</p>	<p>Further develop individual pupil use of portable devices (Chromebooks) within lessons to further develop independent learning & research skills</p> <p>Ensure mapped curriculum opportunities for all pupils to engage in extended learning projects</p> <p>Pupils understand the role of science in the locality.</p> <p>Ensure cross curricular links (& standards) embedded</p> <p>Ensure pupil opportunities for enterprise, problem solving and innovation</p> <p>Children will be taught healthy attitudes to relationships and their physical & mental health.</p> <p>Stone Cluster Art event (Celebration of cultural diversity)</p> <p>Apply for Arts Mark</p> <p>Continue to develop reading across the wider curriculum.</p> <p>Outdoor learning and Forest skills embedded across the curriculum</p> <p>IT further developed – investigate options for 3D printer, robotics, CAD</p> <p>International link established with a contrasting school (European)</p>	<p>Challenge - to change the school structures to maximise the impact of teaching upon student outcomes</p> <p>Review the effect of curriculum on developing ‘basic skills’ – Review curriculum provision/relevance</p> <p>Review school expectations in aspects of teaching & learning</p> <p>Ensure quality of teaching & learning is consistently good or better</p> <p>Review effectiveness of assessment systems</p> <p>Sustain secure financial systems</p> <p>Review SEN offer – Monitor effectiveness of interventions</p> <p>Embed structures to establish culture of research engaged practice & CPD for ALL staff – review staff career development pathways in multi academy trust (Including for support staff & volunteers)</p> <p>Undertake review of all SLT roles & responsibilities – do SLT members know which staff are demonstrating best practice & in what curriculum areas?</p> <p>Review job descriptions of all staff</p> <p>Continue to update literacy resources</p> <p>Develop children’s leadership roles – ‘Eco Warriors’, ‘Digital Leaders’, etc</p> <p>Health check on school’s ‘culture for learning’</p> <p>Review curriculum – is it broad & balanced with expert knowledge, life skills and values at its core? Highly effective leadership teams drive our world class curriculum</p> <p>Staff at all levels engaged in continued personal and professional development</p> <p>Coaching is used effectively to develop outstanding practice across the school</p> <p>All stakeholders are actively involved in school improvement plan & it is highly effective tool for school improvement</p> <p>Create and deliver Reading Action Plan to promote reading for pleasure and to deepen reading for understanding (link with vocab development/ Inference skills)</p> <p>Further develop our community identity within, across and beyond the Stone Network</p>	

	Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	
Year 4 (2023/24)		<p>Hold 'Careers Week' to enable children to learn about a range of careers and to reflect on their aspirations</p> <p>Continue to provide opportunities to develop oracy/ public speaking</p> <p>Continue to develop reading areas across the whole school</p> <p>Planned CPD to develop use of outdoors for teaching & learning opportunities – especially Science & geography.</p> <p>Investigate ways to involve parents in outdoor learning</p> <p>Develop & deliver workshops for families on healthy lifestyles</p>	<p>Review effectiveness of Vocabulary development (Tier 2 and Tier 3)</p> <p>Continue to enhance transition through & across schools and providers</p> <p>Explicitly teach pupils about metacognition (strategies)</p>	<p>Continue to develop the 'Tittensor Way' – behaviour, teaching & learning, expectations</p> <p>Embed 'mastery' across the whole curriculum</p> <p>Review mental health support/provision – review effectiveness of pastoral care systems</p> <p>Investigate all potential funding streams for school – opportunities to sell services, rental opportunities, etc</p> <p>Embed 'open classrooms' / Lesson Study across whole school.</p>	

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Year 5 (2024/25)	<p>Respond to ASP & internal tracking systems</p> <p>Respond to Ofsted</p> <p>All pupils make progress at least in line with National expectations; Most make better than expected progress</p> <p>Vulnerable and Disadvantaged children make the same progress as their peers.</p> <p>All children, demonstrate good levels of oracy.</p>	<p>Health checks for staff/ 'Duvet day'?</p> <p>Pupils actively contribute to community initiatives and activities and have a positive impact.</p> <p>Children develop an understanding of local environmental impact by :Providing regular school-grown food to the kitchen</p> <p>Children develop healthy attitudes to relationships through learning about different types of families and relationships within our community</p> <p>Children have healthy attitudes towards mental health and understand their own emotions.</p> <p>Children develop healthy attitudes to physical health through understanding the importance of nutrition, exercise and lifestyle choices.</p> <p>Launch Environmental Week</p> <p>Continue to develop opportunities for all KS2 pupils to represent the school at a sporting event</p> <p>Use PET links/STEM links to introduce pupils to 'employability skills'</p>	<p>Children use scientific enquiry to explore real-world problems.</p> <p>D&T Week – whole school project</p> <p>Long-term links with local tech/Engineering firms created.</p> <p>Focus on developing life-skills through teaching of Healthy cooking & up-cycling clothing.</p> <p>Links made in the curriculum to STEM providers.</p> <p>Children demonstrate a love of reading and access new knowledge across the curriculum through reading.</p> <p>Review oracy across the school and respond</p>	<p>Involve everyone in the school community in Evaluating inclusion; what we do well and what could be better - Involve parents in supporting and developing inclusive practice</p> <p>Continue to develop effective interventions that ensure pupils catch up and keep up, particularly disadvantaged pupils</p> <p>Involve everyone in the school community in evaluating the curriculum; what we do well and what could be better</p> <p>Leaders monitor the quality of curriculum planning and delivery and its impact on pupil achievement - Ensure school premises are well-equipped and designed to support curriculum delivery</p> <p>As 'Agents of Change', children will be taught about the challenges facing our communities and the world, their causes and how they can influence these for the better.</p> <p>Pupil voice monitoring shows that children understand and value the diverse communities within Stoke on Trent, Staffordshire, UK and the world.</p> <p>Curriculum implementation provides opportunities for children to campaign for positive changes locally and nationally - The curriculum enhances children's commitment to fundamental values of democracy, rule of law, liberty and respect; how these have changed through time and how these should be extended.</p> <p>Review effectiveness of PET membership</p> <p>Continue to improve transition – both in-school and with Secondary Schools. Develop Y5 – Y8 liaison, transition and best practice across PET</p> <p>Share good practice across PET – build capacity through quality CPD/training. Ensure that building professional capital and learning is at the forefront of all discussions and planning.</p> <p>Continue regular safeguarding, online safety and PREVENT training for staff, pupils and parents</p> <p>Review employee journey from recruitment/induction, development and exit – define our 'offer' to staff</p> <p>Define 'excellence' – create/collate exemplar work and questions for each year group & subject</p> <p>Review use/purpose of school library. Embed reading celebration events – Increase parental engagement in reading</p> <p>Review teaching of/ opportunities for 'problem solving' across the curriculum</p>	<p>Resurface/ Remark playground</p> <p>Continue to develop outdoor area in EYFS</p> <p>Remodel Year 1 classrooms so that they have access to outdoors</p>