

For each child to achieve their maximum potential through our shared ambition and inclusive learning experiences.

Leadership Aims and Goals

- Achievement of a good Ofsted judgement by July 2016
- Teaching to be 100% good by July 2017
- To have a complete pupil roll by July 2018
- Teaching 50% outstanding and 100% good by July 2018
- Achievement of an outstanding Ofsted judgement by July 2019
- To be a full, 3 form entry junior school with no additional classes by September 2019

Standards
and
Achievement

Teaching
and Learning

Curriculum
and
Assessment

Pupil
Welfare,
Behaviour
and Safety

Learning
Environment

Governor responsibility

Leadership

Leadership

Leadership

Pastoral

Pastoral

1. Standards and Achievement

Our expectations are of the highest order for all pupils, irrespective of starting point, with a deep desire to ensure every child is assessing age related topics and making expected or exceeding progress.

- For the vast majority of children to be achieving end of year expectations by July 2017.
- Throughout each year group and across the curriculum, pupils make substantial and sustained progress, developing knowledge, understanding and skills, considering their different starting points. Evidence shows that disadvantaged pupils make accelerated progress to narrow the gap.
- To provide challenge for all by ensuring the more able are extended in their learning and those not yet meeting age related expectations are supported to accelerate their learning.
- Pupils read widely and often across subjects with fluency and comprehension appropriate to their age.
- The attainment of the vast majority of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Governors do not shy away from challenging leaders about variations in outcome for pupil groups especially between disadvantaged and other pupils.

2. Teaching and Learning

Our learning culture set the highest standards led by the teachers, supported by the parents and embraced by the children

- Teachers will demonstrate deep knowledge and understanding of the subjects they teach, plan inspiring lessons and use highly effective questioning.
- Incisive feedback will be given to pupils about what they can do to improve their knowledge, understanding and skills.
- Challenging homework will be set that consolidates learning, deepens understanding and enables pupils to learn creatively and independently.
- Parents will receive clear information on how well their child is progressing and how well their child is doing in relation to the standards expected.
- Parents are actively engaged in the life of the school and have effective ways to support their child to improve their education.
- School provides all staff with a structure of professional development which encourages, challenges and supports teacher improvements.

3. Curriculum and Assessment

Our curriculum is exciting and engaging providing children with the opportunity to develop deepen their knowledge, understanding and skills. It is underpinned by a rigorous assessment process.

- Further enhance the broad and balanced curriculum that inspires pupils to learn.
- Provide a range of subjects that will help pupils to acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning with greater emphasis on technology. (See Appendix 2)
- Governors will systematically challenge senior leaders so the effective deployment of staff and resources (including pupil premium, PE and sport premium, SEN funding) secures excellent outcomes for pupils.
- Continually develop and refine our seamless assessment system from year R in our feeder school to year 6.
- Senior leader and governors will vigorously analyse and act upon pupil performance and tracking to ensure no pupil falls behind.

4. Pupil Welfare, Behaviour and Safety

Our drive is to ensure each pupil learns to develop a proud, resilient, curious and creative character equipping them for thriving in a climate of constant change

- Pupils will be confident self-assured learners; their excellent attitudes to learning will have a strong positive impact on their progress. They will be proud of their achievements and their school.
- Pupils will rarely miss a day at school and no group of pupils will be disadvantaged by poor attendance. Those with previous high rates of absence will be rectified and rise quickly towards the school target.
- The ethos of the school is reflected in the behaviour and decision making of all children. Pupils will demonstrate self-discipline and incidents of low level disruption are rare.
- Pupils continually work hard with the school to prevent all forms of bullying including online bullying and prejudiced bullying.
- Leaders and governors will continue to instil a culture of high expectations for the conduct of all its pupils and staff, ensuring relationships between staff and pupils are exemplary.
- Develop the character, well-being and resilience of each child in order for them to succeed academically, have a fulfilling career and make a positive contribution to British society.

5. Learning environment

We know children learn most effectively through first-hand experience. Our outstanding facilities allow children to learn in an exciting and stimulating environment both within our well-equipped building and our extensive grounds.

- Ensure the IT infrastructure is resourced to further develop children's use of technology to support their learning across the curriculum.
- Continue to provide opportunities for children to develop interests, skills and talents beyond that open to them in the context of the classroom by engaging in well planned outdoor learning on the school site, day trips and residential visits.
- Review and amend the facilities, as is feasible, to provide the best environment for changing requirements of the pupils.
- Evolve and develop the school environment guided by the views of pupils, staff, parents, Governors and the community.
- Support children to understand their place and shared responsibilities within the school, as well as the local and global community.
- Children are confident learners who show pride in their achievements and their school.

Appendix 1: Timeline

July 2016 – Achieve Good OFSTED judgement

July 2017 – Develop greater links with Guildford County School

All teaching judged to be good or better with 4 outstanding teachers

Vast majority of children to achieve end of year expectations

Sept 2017 – Ensure greater unity of the education system with Stoughton Infants school

July 2018 – To have a complete pupil roll.

Teaching to be judged as outstanding - 7 to 8 teachers graded as outstanding.

Develop greater links with the wider educational community including the University

July 2019 – Achieve an outstanding OFSTED judgement

Teaching to be judged as outstanding - 9 to 10 teachers graded as outstanding

Sept 2019 – To be a full, 3 form entry Junior school with no additional classes

Appendix 2: Current Curriculum Time Allocation

Subject	Time per week	Total hours per year	Percentage of teaching time
English	7.5 hours	270 hours	32%
Maths	5 hours	180 hours	21%
Science	2 hours	72 hours	9%
ICT	55 mins	33 hours	4%
P.E	1 hour 45 mins	50 hours	5%
D.T	30 mins	18 hours	3%
History	55mins	33 hours	4%
Geography	55mins	33 hours	4%
Art and design	30 mins	18 hours	3%
music	30 mins	18 hours	3%
R.E	55 mins	33 hours	4%
PSHE	30 mins	18 hours	3%
French	30 mins	18 hours	3%
TOTAL	22 hours 41 mins	794 hours	98%

There is no legal requirement for all foundation subjects to be taught every week or every term.

Year groups plan enrichment activities to support the curriculum for their year group.

A whole school Science day is planned each year.

An enrichment week is planned this year focussing on the Olympics.