



	Strategic objectives	Responsibility
Leadership and Management	<ul style="list-style-type: none"> • Shape the current and future quality of the teaching profession at a national level through our provision of high quality training and sustained professional development. • Coach current and aspiring leaders where excellence is the standard leading to clear succession planning. • Work with political and financial astuteness to ensure future school development. • Leaders to create a climate in which teachers are motivated and innovate in order to provide an outstanding education for all pupils across the curriculum. • To prepare learners for a future in an increasingly interconnected global economy, through our curriculum and promotion of equality of opportunity and diversity. • To continue to develop our outstanding curriculum which is flexible and accessible but always ambitious and rigorous meeting the diverse needs of all learners and using the creative power of the arts and local area to enable children to aspire and achieve. • To enable children to own their own learning and take responsibility for securing ‘exemplary’ relationships. • To develop and utilise ‘inspirational teaching spaces’ which all children have opportunity to appreciate and access. • Firmly establish outstanding governance, using the DfE’s Competency Framework for Governance to guide the development of GB skills and competencies. 	Head, SLT and Governing Body Head, Deputy Head and Governors Deputy Head Assistant Head Deputy, Assistant Head, SMT Inclusion Manager, Deputy Head, Governing Body Chair of Governors
Quality of Teaching, Learning and Assessment	<ul style="list-style-type: none"> • Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. • All adults check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support. • Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. • All teachers use questioning highly effectively to provide appropriately demanding challenge. • All pupils love the challenge of learning and are resilient to failure. Pupils are curious, interested, confident learners who thrive in lessons. 	All teachers All adults SLT All teachers Whole school community
Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> • Pupils are self-disciplined. Pupils’ impeccable conduct reflects the school’s effective strategies to promote consistently high standards of behaviour. • Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view. • Over time and in partnership with parents, all pupils develop a greater sense of emotional and mental well-being. 	SMT Assistant Head Inclusion Manager
Outcomes for Pupils	<ul style="list-style-type: none"> • To ensure that all pupils make substantial and sustained progress across all subjects and across all key stages. • To raise the % of pupils reaching expected/greater depth in writing. • Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. 	Maths Lead, English Lead, EYS Lead English Leader All adults