

<p>Quality of Education</p>	<ol style="list-style-type: none"> 1. Pupils read fluently at an age appropriate level and where they don't the actions taken result in the gap between chronological and reading age narrowing. 2. All teaching staff use effective teaching pedagogies with consistency and rigor to enable new learning to be retained in the long-term memory; additional support is given to identified teachers and teaching assistants to build proficiency. 3. Formative assessment is used in foundation subjects to identify gaps in previously taught core knowledge which is essential to new learning or pupils with a particular subject strength; learning journeys are adapted as appropriate. 4. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills, understanding and ability to apply what they know and can do with increasing fluency and independence. 5. Children, including disadvantaged, achieve results that are at least in line with national 2019 expectations in reading, writing, maths combined and EGPS and narrow the gap on KS1 TA outcomes.
<p>Behaviour and Attitudes</p>	<ol style="list-style-type: none"> 1. To invest time in 'establishing the conditions' at the start of the school term that are essential for good learning and respectful for all members of the MRJS family. 2. To maintain whole school attendance at 97% and ensure punctuality is good. 3. To embed the school values of kindness, respect, responsibility, ambition and honesty to ensure that behaviour and attitudes are consistently respectful and positive. 4. To review our approach to behaviour management to ensure that it is defined and enables a positive, proactive and reflective approach to behaviour management which meets the needs of our children. 5. To tighten our approach to behaviour management for pupils with individual behavioural needs resulting in increased consistency across the whole of the staff team.
<p>Personal Development</p>	<ol style="list-style-type: none"> 1. To teach a range of mental health strategies that children can apply themselves to support their own and others mental health and well-being resulting in children being confident, resilient and independent 2. To use Thrive, ELSA, FEIPS and EHH to support children and families when their well-being and mental health is causing concern. 3. Pupils' spiritual, moral, social and cultural development equips them to be responsible, respectful and active citizens in school and in wider society. 4. To ensure that our children re engage with a broad range of after school activities ensuring that vulnerable groups have equitable opportunities.
<p>Leadership and Management</p>	<ol style="list-style-type: none"> 1. To ensure the schools approach to safeguarding is effective. 2. Governors deep and accurate knowledge of the school's effectiveness enables them all to systematically challenge senior leaders about the deployment of resources to secure excellent outcomes for pupils. 3. Senior and middle leaders have a deep and accurate understanding of their subject area/ wider roles and use this to drive school improvement with a clear focus on improving outcomes for target, pupil premium and SEN children. 4. Leaders are the experts within their subjects and drive school improvement through coaching and informal support. 5. Assessment in the foundation curriculum is used effectively to prioritise core knowledge and identify individual pupils with a subject strength. Summative assessment and monitoring is used to drive improvement within foundation subjects.