Forest Town Primary School
Executive Summary

Leadership and Management

Priority 1: To improve leadership and management at all levels to secure the rapid improvements needed.

1.1 Ensure staff have the subject knowledge and skills they need to implement the curriculum effectively for all pupils, including those with SEND and disadvantaged.

1.2 Ensure leaders have an accurate view of what the school needs to do to improve and acts incisively to bring around rapid change.

1.3 Ensure leadership of Early Years is effective in addressing areas of weakness at pace.

Personal Development, Behaviour and Attitudes

Priority 3: To ensure that all pupils consistently behave as well as they should.

3.1 Ensure that leaders and all staff share the same high expectations so that pupils behave as they should and participate in their learning

3.2 Ensure pupils have sufficient knowledge of protected characteristics, world faiths and fundamental British Values so that they are well prepared for life in modern Britain.

3.3 Ensure attendance is improved for all pupils

Belong, Aim High Succeed

Quality of Education

Priority 2: To rapidly secure improvements in the quality of teaching across the school so that lessons consistently closely match the needs of pupils including those with SEND and disadvantaged.

2.1 Ensure a systematic approach to assessment is in place and that teachers use it effectively to identify and address gaps in pupils learning.

2.2 Ensure the curriculum is developed so that pupils develop an understanding of equality, world faiths and British values.

2.3 Continue to develop teachers' understanding and effective use of pedagogical approaches to ensure that teaching and learning is improved.

2.4 Ensure that in all subjects the curriculum helps all pupils with those with SEND secure important knowledge and build on what they've learnt before.

Quality of Education – Phonics and Reading

Priority 4: To continue to improve the quality and consistency of teaching for all pupils in reading and phonics.

4.1 Ensure the quality of teaching in phonics is consistent throughout the Early Years and Key Stage One

4.2 Develop the quality of teaching in Reading across school.

4.3 Develop provision for children identified as being in the lowest 20%