

Our Goal: To maintain a consistently outstanding level in all areas of the school.

Priority Area 1 : Achievement of Pupils	Priority Area 2: Quality of Teaching and Learning	Priority Area 3: Leadership: Developing home-grown talent	Priority Area 4: A broad and balanced curriculum
<p>Aim: Close the gap between Duncombe's performance and national performance at the end of the Foundation Stage and KS1.</p>	<p>Aim: Ensure the quality of teaching and learning is consistently good to outstanding.</p>	<p>Aim: Develop home grown talent.</p>	<p>Aim: Establish a curriculum which provides highly positive, memorable experiences and rich opportunities for high quality learning.</p>
<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> • EYFS benchmark (% of pupils achieving 78+ FSP points) to be consistently in line with or above national average. • The percentage of KS1 pupils achieving L2b+ in core subjects to be consistently in line with or above national average. • The percentage of KS2 pupils achieving L5 in maths is consistently in line with or above national percentages • The percentage of KS2 pupils achieving L4+ in <i>both</i> reading and writing are in line with or above national percentages every year so that our English results consistently exceed national percentages. <p>Pupils make rapid and sustained progress over time given their starting points, achieving;</p> <ul style="list-style-type: none"> • 6 APS progress each year in KS1 • 3 APS progress each year in KS2 <p>All pupils are exceptionally well prepared for the next stage in their education, meeting national age related expectations at the end of each key stage.</p> <p>We have closed the gap with national expectations for all groups of pupils.</p>	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> • Teaching in all key stages and subjects is outstanding in more than 2/3 of lessons and never less than consistently good. • Teachers plan appropriately challenging tasks for all abilities. • The teaching of reading, writing, communication and mathematics is exceptional, indicated through standards of pupils work, observations and attainment. • Teachers systematically and effectively check pupils' understanding throughout lessons, intervening where necessary; AFL practice is embedded throughout the school. • Appropriate and regular homework contributes very well to pupils' learning, with clear guidance for progression and challenge for all abilities. • Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality. • In 100% of lessons pupils' conduct is outstanding and learning is not interrupted. 	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> • CPD relates at all times to the SIP as well as being personalised to individuals' needs. • Restructure to distribute leadership and responsibility more effectively. • Rigorous and robust evidence-based self-evaluation is strategically planned across the three terms each year and promotes continual improvement. • Clear ambitions and expectations shared with all stakeholders regularly to ensure a common vision for the school. • All leaders and managers, including the governing body, are highly ambitious for the school and lead by example. • Key leaders focus relentlessly on improving teaching and learning, resulting in the achievement of priority area 2. 	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> • Well judged and imaginative teaching strategies are seen in 100% of lesson observations, including co-operative learning, CA questioning, AFL and learning walls. • Topic weeks cover the full range of the curriculum areas. • We have a curriculum map which demonstrates wide coverage and progression, detailing skills as well as knowledge. This will be reviewed every two years to keep topics fresh and relevant. • There is a consistent approach to assessment in the foundation subjects which informs current planning. • Every opportunity is taken to successfully develop crucial skills in reading, writing, communication and maths. • Pupils have opportunities to develop the skills to learn for themselves through a progressive homework policy and within lessons to select appropriate methods and ways to record work. • There are further opportunities outside of lessons to develop children's social, moral, spiritual and cultural experiences leading to outstanding behaviour around the school.