

Priority 1: To further develop the curriculum so all subjects are equally strong in precise subject knowledge, skills and assessment.

Success criteria:

- a. A rich, broad and balanced curriculum.
- b. Precise knowledge and skills are sequenced effectively to ensure exceptional progress for all children in every subject.
- c. Precise assessment is rigorous to identify gaps in order to inform planning.
- d. To build resilient, confident and independent learners that thrive in the face of challenge.
- e. A curriculum where children take pride in their work across all subjects.

Lead role: The Curriculum Leader will have overall responsibility for implementing this priority.

Activity	Target date	Lead person	Resources	Outcomes/Indicators
a) To generate assessment grids that clearly outline objectives and skills for each individual unit in every subject for all children.	April 2025	Subject Leaders		<ul style="list-style-type: none">Assessment grids with clear objectives and skills mapped and made
b) To ensure sticky knowledge for each unit in every subject in precise.	October 2024	Subject Leaders	MAST time (£10,000 HLTA Cover)	<ul style="list-style-type: none">Sticky knowledge is identified.
c) To outline both precise knowledge and skills-based vocabulary for each unit in every subject.	December 2024	Subject Leaders		<ul style="list-style-type: none">Progression of precise skills and knowledge-based vocabulary document is outlined across all subjects.
d) To ensure precise assessment accurately reflects the objectives and skills taught within each unit for every subject.	January – half termly	Class teachers Subject Leader	MAST time (£10,000 HLTA Cover)	<ul style="list-style-type: none">Precise assessment records are kept and gap analysis is used to inform teaching and planning every half term.
e) To ensure objectives are clearly sequenced within each unit for every subject to maximise progress.	December 2024	Subject Leaders Class Teachers		<ul style="list-style-type: none">Learning objectives are clearly mapped prior to units being taught.
f) To monitor and effectively assess where each subject is successful and areas for development which is clearly outlined in the subject action plan.	June 2025	Subject Leaders	MAST time (£10,000 HLTA Cover)	<ul style="list-style-type: none">Subject leaders are given support and coaching to help them effectively monitor the effectiveness of their subject area through learning walks, book looks, gaps analysis and pupil conferencing.

Priority 2: To develop the planning and assessment in writing to ensure high standards of writing are achieved by all groups of children.

Success Criteria:

- a. Planning clearly shows progression and sequencing of knowledge and skills.
- b. High quality text drivers match to the skills/knowledge progression and range of genres, forms and tiered vocabulary.
- c. All teachers identify children's starting points and gaps in learning, and adapt planning accordingly to ensure progress for all.
- d. All staff have high expectations of children's mechanics in writing including handwriting and grammar.
- e. The lowest 20% are targeted to make accelerated progress through targeted teacher and assessments.

Lead role: The English leader will have overall responsibility for implementing this priority.

Activity	Target date	Lead person	Resources	Outcomes/Indicators
a) Progression of skills and knowledge are clearly identified on planning, with reference to HAM documents for each journey.	December	English Lead/Year groups		<ul style="list-style-type: none">Progression of skills/knowledge used consistently alongside assessment and targeted grouping to ensure progress for all children.
b) Review and replace text drivers as necessary ensuring they are high quality and meet the objectives.	December	English Lead/Teachers	£4000	<ul style="list-style-type: none">High quality, diverse texts are used in all writing outcomes to ensure children have a diet of genres, vocabulary and themes.
c) Learning objectives targeted towards higher attainers and higher order thinking. (Higher level writing opportunities)	July 2025	Teachers		<ul style="list-style-type: none">All learning objectives show higher order thinking to promote high order thinking to all children.
d) Teachers will take every opportunity to mark effectively, giving feedback to close gaps in learning.	April 2025	Teachers		<ul style="list-style-type: none">Teachers ensure they take every opportunity to give feedback and mark effectively to ensure close children's gaps in learning.
e) Assessment is used to flexibly group children and target support in order to close gaps. Adaptive teaching and differentiation are used well based on assessment.	December	Teachers/English Lead	MAST time (£10,000 HLTA Cover)	<ul style="list-style-type: none">Rigorous assessment is used to ensure all children make good progress by identifying gaps and targeting learning.
f) CPD provided to upskill teachers, targeted according to year group and experience/confidence with developing writing.	April 2025	English Lead	£4000	<ul style="list-style-type: none">High quality CPD is given to upskill teachers and support staff throughout the year to ensure progress for all.
g) Handwriting programme reviewed and relaunched making this a whole-school focus with recognition certificates.	July 2025	English Lead	£1000	<ul style="list-style-type: none">Handwriting is taught consistently and applied in all areas of the curriculum.
h) Teachers give high value to the mechanics of writing e.g. spelling, punctuation, grammar, and teach this directly.	April 2025	Teachers		<ul style="list-style-type: none">Teachers teach the mechanics of writing consistently to ensure all children make progress through use of assessment and targeted groups.

Priority3: To ensure all teaching in the school is consistently good or outstanding				
Success criteria: <p>a. Ensure all new staff are trained in line with Saint James expectations and their teaching is all good or outstanding.</p> <p>b. Teachers have deep subject knowledge and understanding which is evident in classroom practice and planning.</p> <p>c. Teachers' questioning skills are strong.</p> <p>d. Assessments are individualised, so teachers challenge all groups of pupils with responsive teaching.</p> <p>e. Lesson plans are focused on personalised learning, provide challenge and identify next steps.</p> <p>f. Children demonstrate high levels of resilience, confidence, independence and eagerness to get started and stay engaged.</p>				
Lead role: Senior Leadership team have overall responsibility for implementing this priority.				
Activity	Target date	Lead person	Resources	Outcomes/Indicators
a) Audit new staff subject knowledge. CPD given to support areas of development; what outstanding teaching looks like, questioning skills and subject knowledge as appropriate	October, March & June	SLT	LA advisers 8 days adviser time max £5,200	<ul style="list-style-type: none"> New teachers will be aware of the Saint James expectations Teaching in all classes will be good or better.
b) Undertake planning, assessment and book scrutiny along with pupil conferencing (quadrangulation of evidence). Focus on feedback being used by children.	Monthly	English and Maths Leaders		<ul style="list-style-type: none"> Planning and assessment will be consistent in all subjects. Monitoring all subjects shows evidence of consistency in all classes for all children.
c) Lesson Drop Ins to be undertaken by Leaders focussing on questioning skills, subject knowledge, high expectations and responsive teaching.	Monthly	English and Maths leaders	MAST time (£5,000 HLTA Cover)	<ul style="list-style-type: none"> Lessons have strong questioning skills and high expectations. Responsive teaching evident with flexible groupings
d) Learning Walks to be undertaken by Subject Leaders with focus on Reading, Writing and Maths.	Monthly	English and Maths Leaders	MAST time (£5,000 HLTA Cover)	<ul style="list-style-type: none"> Reading, Writing and Maths being consistently taught in the school.
e) Ensure new teachers are aware of non-negotiables in the classroom and this is well implemented	December	SLT		<ul style="list-style-type: none"> New staff aware of non- negotiables and these are well implemented in class.
f) Staff meetings with areas for development to move new staff to outstanding.	Monthly	SLT	CPD £4000	<ul style="list-style-type: none"> Staff Meetings focus on moving new staff to outstanding teaching.

Priority 4: To develop a climate and sustainability plan				
Success criteria: <ol style="list-style-type: none"> Increase the confidence and expertise of your leadership team, staff, learners, and students in understanding climate change and how positive change can be achieved. Create a culture that prioritises sustainability and enhances biodiversity. Share effective practice with other education settings and develop a peer-to-peer learning network. Improve energy and water efficiency and calculate our carbon emissions and identify ways to reduce them, ultimately reducing operating costs. Increase resilience and start adapting to the impacts of climate change. Help learners develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs. 				
Lead role: The Climate and Sustainability Leader will have overall responsibility for implementing this priority.				
Activity	Target date	Lead person	Resources	Outcomes/Indicators
a) Create a climate and sustainability plan.	January 2025	Climate and Sustainability Leader	£500	<ul style="list-style-type: none"> Increase the confidence and expertise of your leadership team, staff, learners, and students in understanding climate change and how positive change can be achieved.
b) Attend the conference children/teacher and develop a peer-to-peer learning network.	27/9/24	Climate and Sustainability Leader	£1000	<ul style="list-style-type: none"> Share effective practice with other education settings and develop a peer-to-peer learning network.
c) Write a climate and sustainability action plan.	January 2025	Climate and Sustainability Leader		<ul style="list-style-type: none"> Increase the confidence and expertise of your leadership team, staff, learners, and students in understanding climate change and how positive change can be achieved.
d) To understand the DFE expectations and create a plan to implement them to achieve our goal.	January 2025	Climate and Sustainability Leader		<ul style="list-style-type: none"> Increase the confidence and expertise of your leadership team, staff, learners, and students in understanding climate change and how positive change can be achieved.
e) To ensure we are meeting all statutory expectations.	July 2025	Climate and Sustainability Leader		<ul style="list-style-type: none"> Create a culture that prioritises sustainability and enhances biodiversity.
f) Liaise with governors and ensure they are fulfilling their requirements.	April 2025	Climate and Sustainability Leader		<ul style="list-style-type: none"> Create a culture that prioritises sustainability and enhances biodiversity.
g) Raise awareness with parents/children to help the to contribute towards our goal.	April 2025	Climate and Sustainability Leader	£1000	<ul style="list-style-type: none"> Help learners develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs.