

Priority 1

Leadership ensures that the effectiveness of the academy is good

Objectives

- Ensure safeguarding procedures continue to follow current guidance and meet statutory requirements.
- Leadership, at all levels, has a clear vision of curriculum and ensures quality curriculum delivery.
- Leadership, at all levels, drive, monitor and evaluate the implementation of the academy curriculum.
- Leadership focuses on the development of teacher's subject and pedagogical knowledge, and meaningful engagement takes place, with staff at all levels.
- To provide value for money.

Priority 4

Ensure a high standard of personal development, behaviour and welfare.

Objectives

- Ensure that the behaviour policy meets the needs of all stakeholders and supports the academy's high standards.
- Learning is promoted and supported by our behaviour curriculum; The Norwich Road Way
- All pupils, regardless of ability, are able to fully access learning and secure knowledge.
- A wide range of extra curricular experiences are provided, enabling young people to build cultural capital.
- Well being has a high profile across the academy and is well supported.
- Pupils' attendance is well supported, with high expectations for all groups.



Priority 2

The curriculum supports access for all pupils. It enables them to practise and remember the knowledge they need to be successful.

Objectives

- Curriculum intent is clear and achievable across all subjects
- Curriculum is sequential and enables pupils to acquire knowledge.
- Pupils are prepared for modern life in Britain.
- Pupil outcomes are improving and in line with national expectations, or better. .
- Curriculum delivery is supported by teacher specialist knowledge and confidence.
- Pupils across the academy experience consistently high standards of curriculum quality.
- Children's communication, language and vocabulary skill development is well supported and prepares them for confident learning across the curriculum.



Priority 3

The quality of teaching is of a consistently high standard across the academy, supporting effective learning and progress.

Objectives

- Teachers have specialist knowledge and confidence, supporting the implementation of the curriculum.
- Teachers and Teaching Assistants are supported to improve their skills and confidence.
- Teachers present subject matter clearly, check understanding systematically and promptly identify misconceptions.
- Learning environments focus on the support of pupils and their curriculum progress.
- Feedback is used to secure ongoing progress

Priority 5

Reading is taught effectively and consistently across the academy, enabling pupils to make a strong start and good progress.

- Reading is prioritised across the academy.
- Clear and consistent phonics teaching, ensures early readers gain necessary knowledge and language comprehension skills
- A dedicated approach to the teaching of reading, mapped out across the academy.
- A love of reading is fostered, with a whole school approach and a commitment to all stakeholders.
- Children's writing includes a rich vocabulary and reflect their varied reading experiences.
- Children engage with the reading reward programme. .
- Staff are skilled, provide quality daily modelling and are able to support pupil progress and engagement effectively.
- Pupils receive well timed intervention and support to ensure that expectations are met. .