**The 5 Priorities for the year 2019-2020 are:**

1. **Quality of Education- Intent, Implementation, Impact:**

**To continue to raise standards** in line with National expectations- through a stimulating and rich curriculum, **improving outcomes** and enjoyment **for ALL pupils by ensuring that teaching is** consistently **good or better in all classrooms each and every day – matching the needs of ALL learners, providing challenge for ALL - with a targeted focus on writing across the curriculum, reading and maths.**

\****Key school driver***

1. **Behaviour and Attitudes:**

The school community to have the **HIGHEST EXPECTATIONS** for learners’ attendance, behaviour and conduct at all times through respectful, nurturing relationships and following clear routines. To further develop a positive TIS learning environment and follow our Golden Rules with consistent but fair consequences carried out to enable all learners to feel safe and excel in their learning.

1. **Personal Development:**

To develop strength of character and enhance pupils’ SPIRITUAL, MORAL, SOCIAL and CULTURAL development through providing a wide range of enriching curriculum opportunities ‘to grow’ inquisitive, healthy minds and healthy bodies with a focus on practising our virtues of self-belief, determination and courage – to enable everyone to develop as respectful, responsible and confident communicators who contribute positively to life.

1. **Leadership and Management:**

**To ensure secure and consistent shared leadership and management at all levels –** providing clear direction on improving standards and provision for all children including disadvantaged pupilsand those with additional needs**- by rigorously addressing and implementing the good – ‘leadership and management’, ‘behaviour and attitudes’, ‘personal development’ descriptors**

**\**Key school driver*** and Ofsted RI targets 2017, HMI targets 2018

1. **Early Years Education: see EYFS action plan**

For ALL children to make expected or better progress including disadvantaged pupils and those with additional needs. Early literacy skills are at the heart of the curriculum in a learning environment where pupils feel safe and are excited to learn. Parents and carers understand, and are involved in, their child’s development.