



What have we done?	What are we doing?	Where next?
<ul style="list-style-type: none"> Improved the quality of teaching through training and other professional development for staff Improved marking to ensure that it is constructive and consistent across school Introduced an assessment tracker so that we know where each child is in reading, writing and maths and how much progress they have made Introduced targets in writing and maths Introduced an 'inspirational text' approach to improve writing Developed the love of reading through changes in teaching and reading environments and the purchase of PTA-funded books Made other improvements to the school environment including playgrounds, School Library and linked building Improved the quality of homework and consistency in approach Changed the structure of the day in Early Years to create more opportunities for learning Broadened the curriculum by appointing a music specialist and reviewing the variety of clubs on offer Introduced a new behaviour system Introduced anti-bullying procedures Revisited our core values and introduced the Keys to Success Introduced the post of Learning Mentor as part of our increased focus on removing barriers to participation and learning (inclusion) Made other key staff appointments Made the school building and environment safer for our children Improved communication both in school and between home and school (through, for example, putting more information in the newsletter) Reduced the size of the Governing Body and structured meetings so that the main focus is on teaching and learning Introduced monitoring systems to ensure we are doing what we ought to be doing as a school (for example, regular visits to classrooms and discussions about children's progress) 	<ul style="list-style-type: none"> Continuing the focus on teaching to move more lessons to 'outstanding' (as defined by Ofsted) Using monitoring systems to identify how to move the school to become outstanding Setting challenging targets in reading, writing and maths and ensuring all children make the progress they are capable of Raising attainment in writing to match that of maths and reading Holding regular pupil progress meetings with teachers and senior leaders Focusing on children's emotional development as well as their academic development Making changes to the curriculum (influenced by changes in government regulations) Continuing to improve the provision for the spiritual, moral, social and cultural curriculum Improving IT provision and curriculum through capital investment to bring the learning experience into the 21st century (includes use of iPads funded by the PTA) Enabling subject leaders to drive best practice Deploying teaching assistants on the basis of regularly reviewed need Making improvements to e-safety 	<ul style="list-style-type: none"> Provide support for parents in helping children with writing and maths Further improve the transition from Early Years to Year 1 Review and improve phonics Provide an accurate view of each child's progress across their time at Ashdene Improve assessment in subjects other than maths and English Increase opportunities for writing across the curriculum Continue to develop the opportunities for using and applying maths across the curriculum Ensure that investigative science is embedded across the school Develop and implement a cohesive programme for SRE (Sex and Relations Education) Develop PE in line with the national funding and agenda Find more opportunities to inform, listen to and respond to parents Further develop links with other schools to improve teaching and learning Make changes to the provision for children with special educational needs (SEN) to ensure that practices are up to date with national changes