Identified Area	Actions	Completed by
1. Raise attainment and progress in reading	• Further training and professional development opportunties for staff to embed whole class reading approaches • School leadership teams to identify and monitor reading opportunities across the curriculum and ensure involvement of the wider community • School leaders to set rigorous targets which are reviewed regulary, are routinely analysed and both progress and further development points are addressed • Leaders to have a sharp focus on the attainment and progress of these specific groups: disadvantaged, White-British and boys through ensuring the quality of teaching, teacher expectation, reading provision and strategies to engage these groups	July 2019 Termly review October 2018 Half termly (progress review meetings) Focus with school improvement partner and school reviews at Elaine Primary School (termly)
2. To ensure a greater proportion of pupils across the Trust reach the 'greater depth' standards in English **and** maths	• Leaders to ensure they are owning the challenge of exemplifying depth of learning and take responsibility for how this is made visible to staff, children and across the partnership • Leaders across schools to set ambitious targets in English for the proportion of children achieving the 'greater depth' standard. Regular analysis of pupil data to identify individual pupils or groups which may require further specific intervention • Leaders to have a sharp focus on the attainment and progress in reading and writing of these specific groups: disadvantaged, White-British and boys through ensuring the quality of teaching, teacher expectation, context of the learning and strategies to engage these groups are maximising • Schools to sustain, build on successes and share best practice around teaching and learning in maths with a precise focus on depth of learning • Develop challenge in learning through ongoing staff development opportunties, leadership and staff dialogue	Regular review through network meetings, planning meetings and moderation on termly basis October 2018 and termly (see above) (as above)

	• Review resources utlised in school with staff and how these are implemented at classroom level • Schools to be utilising, sharing and discussing learning across the school in relation to the exemplifications • School leaders to regularly review the depth of learning opportunties and experiences given to the children through evaluating planning, learning journeys, data sets, learning in lessons, pupil voice	Reviewed half termly through maths network meetings and weekly planning meetings Regular agenda item on headteacher fortnightly meetings
Leadership: providing outstanding governance and executive leadership which leads to outstanding provision and demonstrates the capacity to continue supporting other schools	• Ensuring that the Inspire Partnership is building capacity by strengthening • leadership development opportunities for senior and middle leaders • Reviewing arrangements for local governance by combining local governing bodies • To ensure Trust performance management and performance appraisal centres more closely on: relationships and behaviours and engagement in research and project based approaches to evaluating leadership impact	Ongoing Autumn term 2018
Educational standards: ensuring our most disadvantaged pupils reach standards that are at least in line with national outcomes.	• Improvement partner to review school's pupil premium strategies and provide feedback on ensuring the targetted areas will make the difference for the pupils • School leaders ensure that the curriculum opportunities for disadvantaged pupils enhances their cultural capital through core text choices, learning environment, teaching sequences, enrichment experiences • Across the schools, leaders are identifying ongoing opportunities to promote the use of language in a rich context for example via Forest School, the use of sentence stems, teaching sequences to incorporate drama, S&L opportunties, debates and discussions • Schools ensure attendance systems in house support these children to attend school daily through a personalised approach • Review case study evidence for pupils.	End of autumn term - December 2018 Reviewed half termly Ongoing

School Priorities		
Elaine Primary School To ensure the quality of teaching and learning is at least good leading to better outcomes	• Implementation of transformation plan • Intense Executive Leadership capacity • Support from across the Trust • Half termly IP visits • Termly reviews	On going. School reviews to be completed termly
Foxfield Primary School To ensure outstanding leadership at all levels positively impacting on staff retention and pupil outcomes	• Coaching sessions for Headteacher • Deputy Headteachers learning with other Deputy Headteachers from across the Trust • Mentoring support for all members of SLT • Half termly Executive Leadership support • AHTs engaging with Getting Ahead London Coaching Programme	Monthly review
Maundene Primary School To develop a sustainable model for continued school improvement	• Coaching sessions for Headteacher • CEO support for the Headteacher • DH receiving regular coaching support from Executive Leader • Senior leaders engaging in trust wide work streams	Starting in autumn term and then reviewed in January Monthly
Rockliffe Manor Primary School To develop and support new leaders in role	• Regular Executive Leadership support • Trust review of leadership • DHT engaging with Getting Ahead London Coaching Programme	Spring term 2019
Woodhill Primary School To ensure a learning centred leadership approach across all aspects of teaching and learning impacting on proportion of pupils achieving greater depth	• Appoint DH with responsibility for teaching and learning • Executive Leadership support • Leadership team meetings focussing on the vision for teaching and learning • Leaders producing exemplifications of depth • Routine and systematic data analysis of progress and attainment in Y6	December 2018 Ongoing