



Leadership & Management

- Senior and Middle leaders to further develop professional leadership skills.
- To further, develop the MMU Central Manchester Hub.
- Head Teacher to effectively utilise the Apprenticeship Levy.
- Through a clear recovery plan and curriculum, leaders continue to secure pupil attainment at current levels or better and maintain and further develop enrichment at Abbott.

Personal Development

- Share pupil character development initiatives.
- Launch and implement the 'Abbott Passport'.
- Provide after school clubs to identified pupils.
- Raise the profile of school in the media.
- Embed Young Citizens programme further across the school to promote social responsibility
- Further develop Free Play in KS1 & KS2

Quality of Education: EYFS

- Ensure all staff & curriculum teams have a thorough understanding of the EYFS curriculum and assessment process.
- Whole school curriculum design includes EYFS.
- Embed new EYFS curriculum and planning process, ensuring all staff have a deep understanding of why, how and what children learn
- Improve the number of children achieving expected standard in People, Culture & Communities in EYFSP.
- Further develop the transition process from previous settings to Nursery and Reception to Year 1.

Behaviour & Attitudes

- Further develop links with the local community.
- Involve pupils to model behaviour expectations and promote school readiness.
- Further improve parental engagement.
- Enhance our successful behaviour management system.

Quality of Education

- Maintain a successful approach to 'Blended Learning'
- Continue to explore intent through newly-formed curriculum teams
- Ensure challenge for the More Able children in core subjects
- Ensure there is continued high quality teaching of MFL
- Develop a cohesive high quality provision for the teaching of phonics, vocabulary and spelling across the school and between Key Stages
- Implement and monitor use of new assessment documents and procedures.
- Enhance school transition procedures

