OUR LONG-TERM LEADERSHIP GOALS

One team • Shared purpose • Sustained improvement

Together, we will create a school where pupils belong, achieve and thrive; where adults are supported and accountable; and where high expectations, high care, honest leadership and moral purpose guide everything we do.

1. ACHIEVEMENT FOR ALL

Secure strong and improving outcomes by identifying gaps early, strengthening foundational knowledge and ensuring that disadvantaged pupils, pupils with SEND and pupils learning English receive the support and challenge they need.

2. AN AMBITIOUS, WELL-TAUGHT CURRICULUM

Embed a coherent and well-sequenced curriculum, consistently strong teaching, effective assessment, adaptive practice, oracy, vocabulary and a culture of reading.

3. INCLUSION AND SAFEGUARDING

Build an open safeguarding culture in which every pupil is known, valued and safe; barriers are addressed early; and high expectations are maintained alongside appropriate care and support.

4. ATTENDANCE, BEHAVIOUR AND PERSONAL DEVELOPMENT

Create a calm, consistent and respectful culture in which pupils attend regularly, behave well, develop confidence and character, and benefit from meaningful enrichment and leadership opportunities.

5. EXCELLENT EARLY YEARS

Establish an ambitious, language-rich early years curriculum with purposeful continuous provision, strong early reading, writing and mathematics, accurate assessment and effective partnership with families.

6. SUSTAINABLE LEADERSHIP AND GOVERNANCE

Develop confident leaders and governors who know their responsibilities, use evidence well, communicate clearly, support and challenge appropriately, and sustain improvement without creating unnecessary workload.

HOW WE WILL WORK

- Clear priorities
- Shared responsibility
- Purposeful monitoring
- Honest communication
- Support and accountability

Long-term improvement will be achieved through consistent daily practice, disciplined follow-through and collective responsibility.

High expectations. High care. Honest leadership. Moral purpose.

Together we can be the best

OUR SIX SHARED PRIORITIES

How every member of staff helps pupils belong, achieve and thrive

Every role matters. Our consistent daily practice turns these priorities into better experiences and outcomes for pupils.

1. ACHIEVEMENT FOR EVERY PUPIL



Know pupils' starting points, identify gaps early and maintain high expectations. Provide the right support and challenge, then check whether it is making a difference.

2. HIGH-QUALITY CURRICULUM AND TEACHING



Follow the agreed curriculum, explain and model clearly, check understanding and respond to what pupils need. Build reading, oracy, vocabulary and secure knowledge.

3. SAFEGUARDING, BELONGING AND INCLUSION



Know pupils well, remain vigilant and report concerns promptly. Remove barriers, make purposeful adaptations and ensure every pupil is safe, valued and included.

4. ATTENDANCE, BEHAVIOUR AND PERSONAL DEVELOPMENT



Model and apply routines consistently. Promote attendance, respectful behaviour, positive relationships, responsibility and meaningful opportunities for pupils.

5. A STRONG START IN EARLY YEARS



Build secure foundations through language-rich interactions, purposeful provision and strong early reading, writing and mathematics. Support clear progression into Year 1.

6. ONE COHESIVE TEAM



Communicate clearly, meet commitments, own mistakes and bring solutions. Support colleagues, ask for help early and take collective responsibility for improvement.

HOW WE WILL WORK

Be prepared and punctual	Follow agreed policies and routines	Communicate early and clearly	Ask for help and bring solutions	Reflect, follow through and improve

High expectations are matched by high care. If you need support, speak to your line manager or a member of the leadership team.

Consistent daily practice. Shared responsibility. Better outcomes for pupils.

High expectations. High care. Honest leadership. Moral purpose.

Together we can be the best

OUR SIX BIG GOALS

What our whole school community is working on this year

We are working together to make Pikes Lane the best place to learn, belong and grow.

1. EVERYONE CAN SUCCEED



We will help every pupil learn, make progress and feel proud. If something is difficult, we will notice, help and keep believing in you.

2. GREAT LEARNING EVERY DAY



We will make lessons clear, interesting and challenging. We will read, talk, think, practise and build our knowledge together.

3. EVERYONE IS SAFE AND INCLUDED



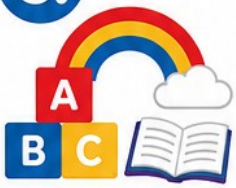
Everyone should feel that they belong. We will listen, keep one another safe and make sure everyone gets the support they need.

4. READY, RESPECTFUL AND RESPONSIBLE



We will come to school, follow our routines, behave kindly and make good choices. We will learn how to repair things when they go wrong.

5. A BRILLIANT START



Our youngest children will learn through talk, stories, play, exploration, reading, writing and mathematics in a happy and ambitious early years.

6. ONE STRONG TEAM



Pupils, families, staff, leaders and governors will listen, communicate honestly and work together to keep improving our school.

HOW CAN I HELP?



Come to school and be ready



Try, practise and keep going



Be kind and include others



Speak up if something worries you



Take care of our school and community

We all have a part to play.

Together we can be the best

OUR SIX SHARED PRIORITIES

How Pikes Lane is working with families to help every child belong, achieve and thrive

We want every child to feel safe, included and proud of what they achieve. These are the six priorities guiding our work.

1. ACHIEVEMENT FOR EVERY CHILD



We will identify gaps early, strengthen essential knowledge and provide the right support and challenge so that every pupil can make progress.

2. HIGH-QUALITY LEARNING



We will provide an ambitious, well-sequenced curriculum, clear teaching, purposeful assessment and strong opportunities for reading, talk and vocabulary.

3. SAFETY, BELONGING AND INCLUSION



We will know our pupils well, listen carefully, act on concerns and work with families to remove barriers while maintaining high expectations.

4. ATTENDANCE, BEHAVIOUR AND PERSONAL DEVELOPMENT



We will promote regular attendance, calm and consistent behaviour, respectful relationships, confidence, responsibility and enriching experiences.

5. A STRONG START IN EARLY YEARS



We will provide a warm, ambitious and language-rich early years, with purposeful play and strong foundations in reading, writing and mathematics.

6. ONE COHESIVE TEAM



Staff, leaders, governors, pupils and families will communicate honestly, share responsibility and work together to improve the school.

HOW FAMILIES CAN HELP



Support regular attendance and punctuality



Read, talk and practise together



Share information or concerns early



Support school routines and expectations



Keep in touch and take part when you can

If you need help, please speak to us. Partnership includes asking for support.

Every child matters. Every family belongs.
We all have a part to play.

Together we can be the best

OUR SIX STRATEGIC PRIORITIES

Governor oversight • Assurance • Support • Challenge

Governors help protect the school's vision, monitor progress and hold leaders to account for the difference these priorities make for pupils.

1. ACHIEVEMENT FOR EVERY PUPIL

Assurance focus: Leaders identify gaps, act early and evaluate outcomes for all groups.

Ask: Who is benefiting, who is not yet benefiting and what is being done?

2. CURRICULUM AND TEACHING

Assurance focus: The curriculum is ambitious, coherent and implemented through consistently strong teaching.

Ask: How do leaders know that pupils are learning and remembering more?

3. SAFEGUARDING AND INCLUSION

Assurance focus: Safeguarding is open and effective; barriers are identified; support and challenge remain ambitious.

Ask: What assurance shows that pupils are safe, known, included and listened to?

4. ATTENDANCE, BEHAVIOUR AND PERSONAL DEVELOPMENT

Assurance focus: Leaders understand patterns, apply expectations consistently and provide meaningful opportunities.

Ask: What do the trends show, and what difference are leaders' actions making?

5. EARLY YEARS

Assurance focus: Children experience an ambitious, language-rich curriculum and secure foundations for future learning.

Ask: How do leaders know that provision meets children's needs and prepares them for Year 1?

6. LEADERSHIP AND GOVERNANCE

Assurance focus: Roles are clear, capacity is developed, resources are used responsibly and improvement is sustained.

Ask: Are priorities clear, responsibilities understood and actions having the intended impact?

OUR GOVERNOR CONTRIBUTION

Prepare and participate	Ask purposeful questions	Visit with a clear focus	Monitor impact and risk	Support and challenge leaders

Governors govern. Leaders lead. Both work together for pupils.

Evidence should provide assurance without creating unnecessary workload.

High expectations. High care. Honest leadership. Moral purpose.

Together we can be the best