

# School Development Plan Priorities 2018-2019



<b>5 key areas to development planning</b>	<b>Strategic Goals 2018- 2021</b>
<b>Care, Support &amp; Safety</b>	<b>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</b>
<b>Teaching &amp; Learning</b>	<b>Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.</b>
<b>Standards &amp; Leadership</b>	<b>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</b>
<b>School environment</b>	<b>Children’s learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.</b>
<b>Community &amp; Co-operation</b>	<b>Children demonstrate an outstanding understanding of their place in the local, national and international community and make a positive contribution to these.</b>

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The following table summarises the priorities for this academic year and the outcomes we propose to achieve

	Strategic Goal	Proposed Outcomes
<p><b>1. Ensuring at least good progress for all pupils.</b> Analyse assessments to identify and address specific gaps</p>	<p><b>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</b> <b>Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.</b></p>	<p><b>Key Outcomes:</b></p> <ul style="list-style-type: none"> <li>❖ All teaching is judged to be good or better with much outstanding</li> <li>❖ Maths mastery ensures clear consolidation before children progress across the curriculum and is embedded across the school</li> <li>❖ The gap between girls and boys in maths is reduced</li> <li>❖ Outcomes in writing continue to improve</li> <li>❖ Termly moderation of writing identifies strengths and weaknesses and potential Greater Depth</li> <li>❖ Teachers are confident making judgements on pupil attainment when assessing progress of all pupils and identifying Greater Depth</li> <li>❖ Effective use of tracking and data analysis specifically identifies pupils whose progress needs to accelerate and those with the potential for achieving Greater Depth</li> <li>❖ Audit for SEND and tracking of SEND children identifies and highlights best practice and areas to improve</li> <li>❖ Progress in a lesson is a result of effective dialogue/feedback</li> <li>❖ SPAG is taught and assessed in a progressive, skill-building manner in addition to being linked to success criteria and pupil targets</li> <li>❖ Teachers continue to closely monitor the impact of quality first teaching, core provision and specific interventions for disadvantaged pupils to ensure they are successful in accelerating progress and minimising gaps between their progress and attainment measures and national averages</li> <li>❖ Continue to develop EYFS provision so that outcomes continue to improve</li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>❖ All teaching is judged to be good or better with much outstanding</li> <li>❖ Pupil conversations demonstrate that the level of engagement and enjoyment is high</li> <li>❖ Data will be effectively used to identify, track and affect pupil progress in reading, writing and maths</li> <li>❖ Pupil conferencing informs assessment and impacts on teaching &amp; progress of all</li> <li>❖ Teachers systematically and effectively check pupils' understanding throughout lessons and through constructive feedback and high quality 'in class intervention' they may intervene providing notable impact on the quality of learning as evidenced in observations</li> <li>❖ Children making little or no progress across the school will be identified and focussed intervention put in place.</li> <li>❖ Highly focused Guided Reading and writing impacts attainment</li> <li>❖ Ensure planning is shared with all TAs at the beginning of every week</li> </ul>

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<p><b>2. Creative Curriculum adaptation influences progress.</b> Maximise opportunities to advance learning of all groups of children through focussed teaching and learning in all curriculum areas.</p>	<p><b>Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum. Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas. Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment. Children demonstrate an outstanding understanding of their place in the local, national and</b></p>	<p><b>Key Outcomes:</b></p> <ul style="list-style-type: none"><li>❖ There is a creative curriculum which encompasses our learners' needs and interests</li><li>❖ All curriculum leaders have a clear understanding of their role, their contribution and impact in their curriculum area based on pupil outcomes</li><li>❖ Staff are confident at leading areas of the curriculum, evaluating and embedding areas for development across the school</li><li>❖ All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff</li></ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"><li>❖ Maintain consistency and progression across the school through a broad, balanced and creative curriculum</li><li>❖ Development of Middle Leaders to support, challenge and hold to account as appropriate within their job descriptions</li><li>❖ Moderation to focus on improvements in handwriting, presentation and creativity</li><li>❖ Booster groups in Y2 and Y6 will continue</li><li>❖ Assessment, homework and feedback improve learning</li></ul>
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<p><b>3. Reflection &amp; Progress.</b> Review assessment strategies and continue to develop assessment systems, incl. assessment for Learning, fuzzy groups, marking &amp; feedback</p>	<p><b>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</b></p>	<p><b>Key Outcomes:</b></p> <ul style="list-style-type: none"><li>❖ To embed rigorous systems that are used to inform the school's self-evaluation and identification of future areas of development</li><li>❖ Teacher assessment knowledge and understanding of the core subjects is strong, including identifying those working at Greater Depth</li><li>❖ Moderation - very clear guidelines for use in moderation across the MAT in order to make school by school comparisons of standards more meaningful and restore teacher confidence in their own professional judgements, especially identifying those working at Greater Depth</li><li>❖ Assessment supports accurate identification of need and informs classroom practice of all abilities</li><li>❖ Rigorous interventions are in place to ensure that high expectations result in higher levels of achievement (e.g. GD booster groups)</li><li>❖ A concept of live marking is developed together and encourages progress</li><li>❖ Use of work conferencing encourages progress and quality outcomes</li></ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"><li>❖ Marking and feedback policy adhered to by teachers and support staff, it focusses children's next steps and impacts positively on staff workload</li><li>❖ Pupil conferencing informs assessment and tracking of pupil's progress</li><li>❖ Children respond to marking and feedback</li><li>❖ TAs are informed about pupil targets and data in a manner that further enhances their practice</li><li>❖ Teachers and TAs systematically and effectively check pupils' understanding throughout lessons and through constructive feedback and high quality 'in class intervention' they may intervene providing notable impact on the quality of learning as evidenced in observations</li><li>❖ Learning Progress books are used across the school</li></ul>
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<p><b>4. Pupil and staff well-being.</b> Enhance and support the development of children academically and emotionally</p>	<p><b>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</b></p>	<p><b>Key Outcomes:</b></p> <ul style="list-style-type: none"><li>❖ Introduction of the Virtues Project impacts positively on pupil and staff well-being across the school</li><li>❖ Introduction of a health, Well-being and Safeguarding questionnaire enhances support available</li><li>❖ Wellbeing is embedded into school culture</li><li>❖ Roles and responsibilities are clear, staff know and accept responsibility for the progress of all children</li></ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"><li>❖ A rigorous system of performance management is in place to identify needs of all staff through appraisal</li><li>❖ Counselling and coaching programme increases emotional resilience of even more pupils/staff across the school</li><li>❖ The needs of individuals are identified and addressed through appraisal</li><li>❖ Monitoring of 'live' marking systems shows a positive impact on staff workload</li></ul>
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<p>5. <b>Behaviour &amp; Safety.</b></p> <p>Enable pupils to behave impeccably at all times, especially at unstructured times.</p>	<p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p> <p>Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.</p>	<p><b>Key Outcomes:</b></p> <ul style="list-style-type: none"><li>❖ The Behaviour Policy is reviewed to ensure it reflects our work on Virtues in Education and the Trust values</li><li>❖ Safeguarding Audit action points are addressed and reported to governors</li><li>❖ Parental Engagement improves through clarity and communication – development of the Forum</li><li>❖ Review radicalisation element of Safeguarding Policy</li><li>❖ Parents and pupils value education and pupils rarely miss a day at school or are late for school. No pupils are disadvantaged by low attendance or lateness</li></ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"><li>❖ Behaviour is managed consistently well</li><li>❖ The impact of a comprehensive 'Positive Behaviour Policy' and a whole school behaviour system ensures consistent approaches to rewards and sanctions and reflects our work on virtues</li><li>❖ Behaviour for learning in lessons is good if not outstanding</li><li>❖ An atmosphere of calmness, responsibility, understanding and tolerance permeates the school</li><li>❖ The impact of the school's/MAT's strongly held values of tolerance, respect and personal integrity is readily apparent in pupil's good spiritual, moral, social and cultural development</li><li>❖ Outdoor areas &amp; playgrounds are continually improved to support pupils in making correct choices whilst outside.</li><li>❖ Parents, staff and pupils are positive about both behaviour and safety</li><li>❖ Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work</li><li>❖ Pupils' behaviour outside lessons is almost always impeccable their pride in the school is shown by their excellent conduct and manners</li><li>❖ Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school</li></ul>
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