



Milford School Development Plan

2018-19

'Bringing our Vision to life'

Contents

Part 1

School aims, vision and values 3

Priorities for academic year 2018/19 4

Pupil attainment targets for the academic year 2018/19 6

Part 2

Whole-school improvement plan 7-8

Our Mission

At Milford School we nurture curiosity and creativity through our enriching and inclusive curriculum. Children develop a growth mindset approach to become **resilient** and **resourceful** in our safe and stimulating environment. Everyone is challenged and encouraged to thrive to become life-long **reflective** learners showing **respect** and **responsibility** as British citizens in our ever-changing world.

Vision

Milford aims to be an inspiring school at the heart of our community, allowing everyone to **grow** and **learn** in their own unique way. We strive for excellence by supporting our children to **believe** in themselves so that they can **achieve** the best possible outcomes as they begin their journey as life-long learners.

Vision Statement

Everyone to '**Grow, Learn, Believe, Achieve**'

To achieve this we will:

- Provide a balanced, broad and exciting curriculum to enrich learning;
- Work smart to support all learners to achieve, improving progress and attainment for all;
- Raise consistent expectations and aspirations for our school community through our growth mindset approach;
- Promote and engage our school in the wider community, celebrating and sharing the successes and strengths of our children and staff.

Milford School whole-school priorities for 2018-19

- Improve teaching and learning from good to more consistently outstanding.
- Use progress data systematically to inform high quality planning, teaching, learning and assessment.
- Continue to develop the new Milford School curriculum – medium term planning closely linked to National Curriculum
- Use new assessment systems to assess, monitor and report on progress of all pupils.

Pupils' achievements

- Reduce underperformance by 'closing the gap' for vulnerable learners across all subjects.
- Use data across the school to inform effective teaching.
- All children to make good progress based upon their entry point.
- Disadvantaged children to make better than 'good' progress.

The quality of teaching and learning

- Good and better teaching and learning is consistent across the school.
- Varied and efficient strategies for 'high quality feedback' become increasingly embedded in assessment and classroom practice.
- Data is used by staff to inform teaching/planning and differentiation.
- Teachers use a wider range of differentiation strategies, and ensure all pupils make significant progress.
- Literacy and numeracy skills are developed and embedded across subjects

Behaviour and safety

- Monitor specific 'at risk' pupil groups (for example pupil premium, SEN groupings, safeguarding) ensuring support continues to lead to progress in line or above other pupils.
- The improvement in attendance of 'at risk' pupils maintained, particularly those from the groups above.
- Growth mindset and resilience building strategies are present across the whole school.

Leadership and management

SLT

- Middle leaders are supported effectively.
- New live 'data systems' and revised tracking help subject leaders and teachers analyse pupil progress.

- Year groups to be supported to make further improvements through SLT reviews of Subject Leader QA rigour, sharing good practice and support programmes where appropriate.

Middle leadership

Planning and delivery of new curriculum including:

- preparation and delivery of revised curriculum criteria/foci
- QA checks, identifying good practice (signposting staff) and putting in place support for year groups/individuals that require it.

Embedded (consistent) excellent teaching and learning and leadership practice across subjects in:

- use of provided data to inform planning, differentiation and teaching
- embedded QA practices including developing assessment systems
- regular and consistent monitoring of standards across subject areas with a focus of QFT, leading to....
- differentiation to secure the best possible progress for all pupils.

Vision

Milford aims to be an inspiring school at the heart of our community, allowing everyone to grow and learn in their own unique way. We strive for excellence by supporting our children to believe and that they can achieve the best possible outcomes as they begin their journey as life-long learners.

To achieve this we will:	<u>Curriculum</u> To provide a balanced, broad and exciting curriculum to enrich learning	<u>Learning</u> To support all learners to achieve and to improve progress and attainment for all	<u>Community</u> To raise expectations and aspirations for our school community through strengthening partnerships with parents and celebrating the successes and strengths of all stakeholders.
<p><u>1 LEADERSHIP</u></p> <p>Strengthening leadership across the school</p> <p>1a. Develop the skills of middle leaders, so that they can be active curriculum drivers and strong models of effective practice.</p> <p>1b. Develop a cyclical monitoring process.</p> <p>1c. Embed the use of a new assessment system.</p> <p>Finance, Resources and Premises</p> <p>1d. To ensure staffing structure and financial security is sustainable long-term</p> <p>1e. To continue to monitor and implement premises 3 year strategic plan</p> <p>Effective staff team</p> <p>1f. Build a stable, vibrant, and committed staff team through supportive and clear performance management & effective recruitment and retention strategies.</p> <p>Governance</p> <p>1g. Active succession planning and training, to sustain a skilled team of effective governors.</p> <p>1h. Develop more effective governance through active co-operation and collaboration with other local schools.</p>	<p><u>2. EXCELLENCE IN TEACHING & LEARNING AND ASSESSMENT</u></p> <p>Excellence in the Quality of Teaching, Learning and Assessment</p> <p>2a. Milford School's Teaching and Learning Policy will be used as the driver for Quality First Teaching, so that all practitioners are clear what excellence in teaching and learning involves.</p> <p>2b. 100% of teaching to be good or better in all subjects.</p> <p>2c. Use progress data systematically to inform high quality planning, learning and assessment.</p> <p>Outcomes for pupils</p> <p>2e. Improve achievement for girls and boys across subjects and year groups so that outcomes are similar for both groups.</p> <p>2f. Improve the quality and effectiveness of questioning and feedback to ensure that it has a direct impact on pupil outcomes.</p> <p>Enhance provision for SEND & disadvantaged, Higher Attaining groups.</p> <p>2g. Accelerate the progress of SEND & disadvantaged pupils to diminish the difference through QFT and well-targeted interventions.</p> <p>2h. Early identification of more confident/higher attaining pupils so that additional opportunities are in place to further develop and foster their strengths</p> <p>Early Years provides a secure base for future learning.</p> <p>2i. Improve the skills of EYFS staff so there is consistent, effective interaction with children that supports development and learning for all groups.</p> <p>2j. Extend opportunities for children, especially in EYFS, to develop talk across the curriculum</p> <p>2k. Further develop use of the outside learning environment (to mirror and develop indoor learning)</p> <p>2l. Widen opportunities for children to write independently.</p>		
<p><u>3. PASTORAL</u></p> <p>3a. To enhance the confidence, responsibilities and leadership skills of Yr 2 pupils so that they become Milford role models to their younger peers (Playground PALs).</p> <p>3b. Develop provision for learning about British Values through the Milford curriculum and RE curriculum.</p> <p>3c. Revisit and revise Milford Positive Behaviour strategy (policy) and monitor its effectiveness.</p> <p>3d. To relaunch and embed our revised Milford Values approach.</p> <p><u>SAFEGUARDING</u></p> <p>3e. To continue to use Safeguarding audit to develop Safeguarding action plan and best practice to further develop our safeguarding culture.</p>	<p><u>4. COMMUNITY</u></p> <p>4a. Improve the organisation and use of the school's website to enable better communication and easier navigation for parents</p> <p>4b. Involve the Milford Friends (PTA) in supporting the school to meet strategic objectives</p> <p>4c. Provide further support and guidance for parents and grandparents to support their child's learning</p> <p>4d. Improve use of community links to further develop and celebrate equality and diversity within our school.</p>		