



# School Development Plan 2018-19

## Leadership and Management

Leaders at all levels create a sustainable approach to ensure the right climate for learning

To monitor and measure the impact of the revised curriculum

Phase leaders monitor the progress of year groups

Subject leaders monitor progress across each year group

## Teaching, Learning and Assessment

Consistently good and outstanding practice meets the needs of all groups of learners

To upskill staff in the mastery approach and firmly embed it into teaching

Teachers plan highly effective lessons with progressive content that demands more of pupils

To review and evaluate tracking of foundation subjects

## Outcomes

Ensure at least good progress for all pupils across all subjects from individual starting points

Maintain the phonic standard

To deepen teachers knowledge and understanding of assessment to ensure consistency of pupil outcomes

Consistency across the whole curriculum enabling children to acquire appropriate age expected skills and challenging the more-able

## Personal Development, Behaviour and Welfare

For children to develop the correct attitudes, values and behaviours to equip them for their futures

To implement the 'No Outsiders' curriculum and revised PHSE curriculum to reflect British Values, SMSC and SLL

To secure impeccable behaviour both in the classroom and outdoors

Align safeguarding policies, practices and procedures with Keeping Children Safe in Education 2018

## Early Years

Ensure that all children are school ready

To improve the provision inside and out to provide focused stimulating learning

Challenge the different groups so all children reach their potential

Ensure guided and independent reading is fully embedded and consistent



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| Aims   | Actions   | Time | Cost | Impact  |
|--|---|------|------|---|
| <p><b>Leaders at all levels create a sustainable approach to ensure the right climate for learning</b></p>         | <ul style="list-style-type: none"> <li>Monitor and measure the impact of the revised curriculum identifying needs of staff for CPD</li> <li>Subject and Phase Leads monitor and ensure progress reporting progress and findings to link governors.</li> <li>Governors identify areas of challenge and agree a focused agenda.</li> <li>Staff develop their skills in supporting a range of SEN within the classroom.</li> <li>GDPR review impact and manageability of existing systems adapting where necessary</li> </ul>  |      |      | <ul style="list-style-type: none"> <li>Precise professional development that encourages challenge and supports high quality teaching for all.</li> <li>Subject leaders monitor and evidence progress from pupils' books identifying and addressing any areas for improvement.</li> <li>Leaders evidence monitoring activities and are confidently able to justify outcomes and impact on pupil progress and attainment.</li> <li>Phase Leaders provide regular reports to SLT covering impact, actions and progress.</li> <li>Link Governors report progress against actions to the relevant committees. Governors challenge senior leaders to set ambitious targets to secure at least expected progress for all.</li> <li>A range of training sessions will ensure that classrooms will be inclusive to meet a variety of needs</li> <li>Staff ensure their daily practice follows the duty of GDPR</li> </ul>  |
| <p><b>Consistently good and outstanding practice meets the needs of all groups of learners</b></p>                 | <ul style="list-style-type: none"> <li>Upskill teachers' understanding of a mastery approach</li> <li>Teachers plan highly effective lessons with progressive content that demands more of pupils</li> <li>Teachers ensure progression of key skills and their application across the curriculum</li> <li>Teachers check pupils' understanding systematically and effectively in all lessons, offering clearly directed and timely support, interventions identified from the children's needs</li> <li>Vulnerable groups and children with SEN are identified and targeted support is implemented</li> <li>Implement and evaluate reading TAPs</li> <li>Cross moderate writing to ensure consistency across year groups both in school and across the Trust</li> </ul>   |      |      | <ul style="list-style-type: none"> <li>The mastery approach is used more consistently across the curriculum</li> <li>All pupils make at least expected progress across the year including more able/vulnerable and boys.</li> <li>Through work scrutiny, it is evident that key skills have been applied within the children's learning</li> <li>Expectations of pupils is consistent across all year groups ensuring children build upon skills and understand expectations</li> <li>Review and evaluate reading TAPs to show accurate reflection of children's reading attainment.</li> <li>Moderation and assessment of writing ensures that children in all groups maintain progress across year groups.</li> </ul>   |
| <p><b>Ensure at least good progress for all pupils across all subjects from individual starting points</b></p>     | <ul style="list-style-type: none"> <li>Develop and evaluate manageable systems to record and track attainment in Foundation subjects – summative assessment to be done in Summer 1 to allow effective evaluation</li> <li>Whole curriculum is taught consistently with emphasis on mastery enabling children to acquire appropriate age expected skills and challenging the more-able.</li> <li>Target the middle/top children for intervention to ensure a higher percentage of children are writing at greater depth across the year groups</li> <li>All year groups to concentrate on the key words alongside the relevant spelling patterns. Discrete teaching sessions to continue to develop spelling and grammar across the school. Support spelling using word banks and redrafting in all areas of the curriculum.</li> <li>Continue to develop presentation in all subjects across all key stages through consistent high standards.</li> <li>Ensure accurate marking that reflects 'I cans' and pupils correct repeated mistakes.</li> <li>Maintain phonic standard in Year 1</li> <li>Further develop pupils' skills in scientific enquiry</li> <li>Develop a high quality IT curriculum to support and enhance pupils' skills</li> </ul> |      |      | <ul style="list-style-type: none"> <li>Pupils' progress in all foundation subjects is measured consistently and progress is sustained.</li> <li>The majority of children have a greater understanding of a mastery approach to learning.</li> <li>A higher percentage of children are writing at greater depth across the year groups</li> <li>Children will use key words and spelling patterns more accurately across the curriculum</li> <li>The impact of spelling interventions to be reviewed and evaluated.</li> <li>The high expectations agreed for presentation are non-negotiable and visible in pupils' work across all subjects.</li> <li>Marking is consistent across the curriculum and pupils become more independent in being able to identify their mistakes and learn from them.</li> <li>Maintain the percentage of children passing the phonic test</li> <li>Pupils' increasingly use and apply their key skills in scientific enquiry</li> <li>Pupils are confident and safe in their use of IT in daily life and use their skills to support their learning in other areas of the curriculum.</li> </ul>               |
| <p><b>For children to develop the correct attitudes, values and behaviours to equip them for their futures</b></p> | <ul style="list-style-type: none"> <li>Continue to develop high quality lessons that extends pupils' knowledge of other faiths, cultures, Equality Act, British values and SMSC/SLL and implement the 'No Outsiders' curriculum</li> <li>Consistent agreed strategies to support impeccable positive behaviour</li> <li>E-safety, anti-bullying is taught consistently and in discrete lessons</li> <li>Align safeguarding policies, practices and procedures with Keeping Children Safe in Education 2018</li> </ul>   |      |      | <ul style="list-style-type: none"> <li>Pupils develop a deeper knowledge of other faiths and cultures. They demonstrate an ability to discuss similarities and differences between faiths and cultures with respect and tolerance. Pupils talk about the meaning of British values with reference to their own lives and the Equality Act 2010.</li> <li>Pupils behave impeccably. Questionnaires for pupils and parents, results analysed and appropriate actions developed.</li> <li>Pupils understand and can explain how to keep themselves safe. They have a good understanding of different types of bullying and understand how it can be combated. Parents, pupils and staff are positive about both behaviour and safety.</li> <li>Staff are clear on policies and procedures and the changes to KCSIE 2018.</li> </ul>  |
| <p><b>Ensure that all children are school ready</b></p>  | <ul style="list-style-type: none"> <li>Ensure Guided Reading/independent reading is fully embedded and consistent which gives the majority of the year group access to ORT stage 3+ independently.</li> <li>The majority of children will be expected to read, write and spell the 45 key words by the end of reception</li> <li>Provide a stimulating learning environment. Improve the provision inside and out to offer focused areas of learning.</li> <li>Ensure that the most-able are challenged, identify and provide interventions for the least able</li> <li>Consistent phonics teaching will enable sustained and rapid progress, the Phase Leader will support staff in delivering and assessing.</li> <li>Children will be grouped according to ability in literacy and maths when they are ready to support rapid and sustained progress.</li> <li>Early Years lead to support teaching staff to analyse the data termly</li> </ul>  |      |      | <ul style="list-style-type: none"> <li>All children receive high quality teaching of reading and make rapid and sustained progress over the year.</li> <li>An increasing number of Children will be able to apply the 45 key words independently.</li> <li>Clearly defined areas that children choose to access. Children become independent learners who can challenge their own ability and take risks in their learning. Staff are able to teach all areas of the curriculum inside and out.</li> <li>Accurate assessment identifies the most-able and their next steps, ensuring rapid progress and the least able and those with SEND meet their potential through effective interventions.</li> <li>Children are secure in phonic phases and apply to their writing from phase 3 onwards. Staff will deliver phonics in a systematic and consistent method</li> <li>Standards in literacy and maths will remain as high as last academic year. Consistent progress is made across all groups</li> <li>The teaching staff and leader can use the tracker to ensure progress and be able to identify any interventions needed.</li> </ul> |



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