



School Development Plan Priorities 2019-20

5 key areas to development planning	Strategic Goals 2018- 2021
Care, Support & Safety	Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.
Teaching & Learning	Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.
Standards & Leadership	Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.
School environment	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.
Community & Co-operation	Children demonstrate an outstanding understanding of their place in the local, national and international community and make a positive contribution to these.

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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	SLT responsible	Governor monitoring	Evidence/Impact
<p>1. Ensuring at least good progress for all pupils. Analyse assessments to identify and address specific gaps</p>	<p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas. Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.</p>	<p>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ Systematic & rigorous approach to reading and phonics is delivered across whole school ❖ Highly focused Guided Reading and writing impacts attainment ❖ There is Accelerated progress from low starting point FS – Y1 ❖ Progress for more able children across Y2 – Y6 increases ❖ Introduction of Writer’s notebooks impacts creative writing and writer’s flow ❖ Reading and Writing fundamentals impact progress similar to maths fundamentals ❖ First year of Hamlyn Project impacts oracy progress of children and quality of teaching in EYFS <p>In addition;</p> <ul style="list-style-type: none"> • All teaching is judged to be good or better with much outstanding. • Pupil conversations demonstrate that the level of engagement and enjoyment is high. • Data will be effectively used to identify, track and affect pupil progress in reading, writing and maths. • Pupil conferencing informs assessment and impacts on teaching & progress of all • 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. • Effective use of Learning Journals in EYFS evidence progress for all • Monitoring and moderation of vulnerable groups ensures all pupils are making progress • Children making little or no progress across the school will be identified and focussed intervention put in place. • Termly tracking meetings inform SLT of pupil progress across the school • PPG supports progression of vulnerable groups 		<p>Progress meetings Moderation morning</p> <p>Venn Diagrams</p> <p>Attendance stats</p> <p>Focused interventions occur weekly in every year group</p>	<p>Early reading audit 09.10.19</p> <p>Tracking meetings held in Autumn 1 with RG & JB</p>

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<p>2. Creative Curriculum adaptation influences progress. Maximise opportunities to advance learning of all groups of children through focussed teaching and learning in all curriculum areas.</p>	<p>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 international community and make a positive contribution</p>	<p>Key Outcomes</p> <ul style="list-style-type: none"> ❖ Homework Policy Review in light of creative curriculum adaptation and parent survey influences positive changes ❖ Curriculum Teams develop clear aims and cross-curricular opportunities for creativity to be at the heart of the curriculum in line with our curriculum statement ❖ All curriculum teams/leaders have a clear understanding of their role, their contribution and impact in their curriculum area based on pupil outcomes. ❖ High focus on enhancing the learning environment enriches cross curricular learning ❖ Termly themed weeks enhance curriculum creativity; Autumn – science week, Spring – Maths week, Summer – Sports/Wellbeing week <p>In addition;</p> <ul style="list-style-type: none"> • Curriculum Intent statement introduced • Maintain consistency and progression across the school through broad, balanced and creative curriculum following the TLPs • Development of Middle Leaders to support, challenge and hold to account as appropriate within their job descriptions. • Staff are more confident at leading areas of the curriculum, evaluating and embedding areas for development across the school. • All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new to post. • Pupil and parent satisfaction levels will rise as a result of having focussed programmes of work • Wider opportunities expand support for Service families, PP, SEN etc • Booster groups in Y2 and Y6 will continue • Assessment, homework and feedback improve learning • Curriculum links are made locally, nationally and internationally 			<p>Autumn Curriculum staff meetings 07.10.19 – re-establish teams, intent for each area /team is written, 25.11.19 – teams work on implementation of their areas of learning, audit addresses statutory requirements, teams look at skills progression, cross-curricular links and creativity</p>
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<p>3. Reflection & Progress. Review assessment strategies and continue to develop assessment systems, incl. Assessment for Learning, fuzzy groups, marking & feedback</p>	<p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p>	<p>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ Regular monitoring links to reading audit, calculation policy, core subject fundamentals (once introduced), and highlights high performance and areas for development. ❖ Clarity achieved around how reading ability influences writing ❖ Implementation of calculation policy, maths fundamentals, moderation focus on maths mastery and AFL improves attainment in maths ❖ Rigorous interventions are in place to ensure that high expectations result in higher levels of achievement (e.g. more able, accelerated progress from low starting point, vulnerable groups, level 6 booster groups) ❖ Progress meetings after data drops support accurate identification of need and informs classroom practice of all ages and abilities. <p>In addition;</p> <ul style="list-style-type: none"> • Maths mastery ensures clear consolidation before children progress across the curriculum • Termly moderation of writing continues to identify our strengths and areas to improve • High quality interventions in all key areas address gaps in understanding • Assessment for learning strategies continue to be used to benefit accurate reflection by pupils in KS1 and KS2 • Quality marking and feedback provides notable impact on children's learning • Pupil conferencing informs assessment and tracking of pupil's progress. • Review of Marking and feedback policy ensures live marking continues to be developed and encourages progress, focusing children's next steps and impacts positively on staff workload • Review of spelling scheme • TAs are informed about pupil targets and data in a manner that further enhances their practice. • Monitor use of 'fuzzy groups' approach • Teachers and TA's 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. 			
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<p>4. Pupil and staff well-being. Enhance and support the development of children academically and emotionally through well trained staff with good level of well-being</p>	<p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p>	<p>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ Pastoral Care co-ordinator ensures systems of support are robust ❖ Introduction of a health, Well-being and Safeguarding questionnaire enhances support available ❖ Wellbeing is embedded into school culture, including introduction of a Wellbeing policy and Wellbeing Award ❖ LTS and Boomerang staff are updated on all relevant training (Behaviour, First Aid, Safeguarding etc) ❖ A review of homework policy impacts development of children academically and emotionally, and staff workload ❖ Sport & Wellbeing week is a success in the summer term in supporting children to lead healthy, safe and independent lives <p>In addition;</p> <ul style="list-style-type: none"> • The Virtues Project continues to impact positively on pupil and staff well-being across the school • A rigorous system of performance management is in place to Identify needs of all staff through appraisal • Supervision in EYFS extends throughout the school • Coaching Programme continues its development of all staff and pupils, increasing emotional resilience of even more pupils across the school • Children are confident to inform leaders regarding issues that affect their wellbeing through the school council • SEN, First Aid Training and Safeguarding (including PREVENT) Updates keep staff well informed • Continued development of a peer mentoring scheme supports pastoral care of all staff. Experienced staff are paired with less experienced staff. TAs to undertake peer observation and de-brief session to compare practice and evaluate questioning frameworks. Possibly book additional training session to prepare staff for the role of peer mentor and to practice relevant skills. • Strategies address the digital well-being of all, through our Digital Leaders • Interventions and activities that run day to day enhance and support children's social and emotional needs Nurture/ Counselling (Draw & Talk)/HMS Heroes – Developing Support for Service Families • Monitoring of 'live' marking systems shows a positive impact on staff workload 			<p>High anxiety in several year groups in Autumn 1 raising concern – Homework, change, high expectations,- impact on attendance and higher levels of refusal!</p>
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<p>5. Behaviour & Safety.</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>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ Where required, all staff receive updates to training on First Aid, Safeguarding, Prevent, FGM, safer recruitment, TeamTeach (Positive Handling) etc ❖ Review of Behaviour Policy ensures positive attitudes from all staff, parents, carers and includes clear focus on systems for LTS. 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. ❖ Review radicalisation element of Safeguarding Policy ❖ Curriculum includes opportunities to educate children and parents on personal safety in areas of drugs and internet safety ❖ Emotional First Aid training and developments to supporting vulnerable individuals impacts mental health of all children (Nurture Provision at all levels <p>In addition;</p> <ul style="list-style-type: none"> • Termly staff meetings update all class teachers and provide opportunities to discuss concerns about individual children on RON • All staff have a clear knowledge and understanding of policies and practice in place when dealing with all groups of children (this includes SEN, PP, Attendance, risk assessment and educational visits) • My Concern is used and understood by all staff consistently and effectively. • Behaviour Support Plans (BSPs) are used and understood by all staff consistently and effectively and are regularly updated • Behaviour is managed effectively at unstructured times and supported through the Virtues Project • Safeguarding Audit action points are addressed and reported to governors in March • Attendance continues to be monitored half termly and children with Persistent Absence is reduced • Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs. • Behaviour for learning in lessons is good if not outstanding. • An atmosphere of calmness, responsibility, understanding and tolerance permeates the school. 		<p>Weekly updates to staff</p> <p>TF & SG monitor attendance half termly</p>	<p>Autumn</p> <p>Weekly safeguarding updates added in staff meetings</p> <p>First Aid Training for most staff</p> <p>2 x twilights – 28.10.19 & 04.11.19</p> <p>Prevent training by all class teachers by end of term</p>
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