



School Development Plan Priorities 2018-19

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.

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

1.	Strategic Goal	Proposed Outcomes	SLT responsible	Governor Monitoring	Evidence/Impact
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<p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p> <p>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"> ❖ Maths mastery ensures clear consolidation before children progress across the curriculum ❖ Termly moderation of writing continues, and identifies strengths and weaknesses ❖ High quality interventions in all key areas address gaps in understanding ❖ Quality marking and feedback – work conferencing – provides notable impact on children’s learning ❖ Highly focused Guided Reading and writing impacts attainment ❖ Effective use of Learning Journals in EYFS evidence progress for all ❖ Monitoring and moderation of vulnerable groups ensures all pupils are making progress <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. • 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>Brett</p> <p>Katie</p> <p>Rachael</p> <p>Bobbie</p>	<p>Staff confidence raised after INSET in Sept ‘18 and following staff meetings</p> <p>Writing moderation takes place Nov ‘18 showing greater strength in children’s ability and staff confidence to moderate</p> <p>AIP report from Mark Lees highlights strengths of Parc Eglos, commenting on outstanding features across the school</p> <p>Staff training for EYFS on focussed and effective observations.</p> <p>JB and SG attend PP Conference (3 days Mar) outcome will create action plan moving forward.</p> <p>Results of Parent Questionnaire shows parent satisfaction around pupil progress, 97% agree or strongly agree that their child is making good progress. 97% of parents that responded agreed or strongly agreed that Teaching is good. (see full results)</p>
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<p style="text-align: center;">2. Creative Curriculum adaptation influences progress.</p> <p>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 to these.</p>	<p>Key Outcomes</p> <ul style="list-style-type: none"> ❖ All curriculum teams/leaders have a clear understanding of their role, their contribution and impact in their curriculum area based on pupil outcomes. ❖ Curriculum Teams develop clear aims and cross-curricular opportunities for creativity to be at the heart of the curriculum ❖ Skills based learning & Outdoor learning are embedded and there are opportunities for a flexibility to include opportunities for children to pursue own interests ❖ 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. ❖ High focus on enhancing the learning environment to enrich cross curricular learning ❖ 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 ❖ Review Homework Policy in light of creative curriculum adaptation <p>In addition;</p> <ul style="list-style-type: none"> • 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. • The curriculum promotes the Curriculum Drivers laid out at the beginning of each term. Curriculum Drivers – Citizenship & Community Spirit (AUTUMN), Diversity (SUMMER) • Booster groups in Y2 and Y6 will continue • Assessment, homework and feedback improve learning • Curriculum links are made locally, nationally and internationally • A well maintained environment maximises learning opportunities across the site • Governor involvement • Virtues Workshops focus on Citizenship & Community Spirit 	<p style="text-align: center;">Jayne</p> <p style="text-align: center;">Sarah</p>	<p>Staff meetings in Nov'18 develop curriculum aims for each team.</p> <p>Shared spaces enhanced; Y2 corridor Outside SEN rooms & conference room Maintained woodland area through Wild Club & MP</p> <p>Classroom spaces all kept to high quality, enriching learning opportunities in topics across school.</p> <p>Curriculum Audit reveals coverage of statutory statements is good</p> <p>Results of parent questionnaire show pupil and parent satisfaction for learning, curriculum enjoyment trips and visits, also around independence, doing their best and reaching full potential.</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"> ❖ Moderation focus on maths mastery and AfL improves attainment in maths ❖ Writing process and moderation cycle continues to ensure progress and quality outcomes ❖ Use of work conferencing ensures progress and quality outcomes ❖ Assessment for learning strategies continue to be used to benefit accurate reflection by pupils in KS1 and KS2 ❖ Assessment supports accurate identification of need and informs classroom practice of all ages and abilities. ❖ Learning Loops display high focus on learning process <p>In addition;</p> <ul style="list-style-type: none"> • Kagan Approach continues in some/all year groups • Review of Marking and feedback policy ensures live marking continues to be developed and encourages progress • Review of spelling scheme • Marking policy is adhered to by teachers and support staff, focusing children's next steps and impacts positively on staff workload • Pupil conferencing informs assessment and tracking of pupil's progress. • TAs are informed about pupil targets and data in a manner that further enhances their practice. • Monitor use of 'fuzzy groups' approach • Rigorous interventions are in place to ensure that high expectations result in higher levels of achievement (e.g. level 6 booster groups) • 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. 	<p>Brett</p> <p>Katie</p> <p>Rachael</p>	<p>Hub writing moderation in Jan, Jun</p> <p>Termly moderation meetings across school</p> <p>Y1 display based on learning loops ideas</p>
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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"> ❖ Introduction of Pastoral Care co-ordinator ensures systems of support are robust ❖ Introduction of a health, Well-being and Safeguarding questionnaire enhances support available ❖ 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. ❖ Wellbeing is embedded into school culture, including introduction of a Wellbeing policy ❖ Supervision in EYFS extends throughout the school ❖ 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 ❖ SEN, First Aid Training and Safeguarding Updates keep staff well informed <p>In addition;</p> <ul style="list-style-type: none"> • The Virtues Project impacts 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 • 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 • Strategies address the digital well-being of all, Digital Leaders are in place • Monitoring of 'live' marking systems shows a positive impact on staff workload 	<p>Bobbie</p> <p>Jayne</p> <p>Chris</p>		<p>Supervision meetings for all staff in EYFS with BM & JB</p> <p>Bereavement training successful</p> <p>Parent Questionnaire results show that the view of behaviour and wellbeing is positive. 93% - 100% agreed or strongly agreed that their child is happy, has friends, feels safe and is treated fairly, believing that the Virtues Project has had a positive effect on their child</p> <p>Digital Leaders start training</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"> ❖ 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. ❖ Review Behaviour Policy to ensure positive attitudes from parents, carers and staff ❖ Attendance continues to be monitored half termly and children with Persistent Absence is reduced ❖ The Virtues Project impacts all to lead healthy, safe & independent lives – continue workshops with Shona (Citizenship & Community Spirit) ❖ Termly staff meetings update all class teachers and provide opportunities to discuss concerns about individual children on RON ❖ Review radicalisation element of Safeguarding Policy ❖ Curriculum includes opportunities to educate children and parents on personal safety in areas of drugs and internet safety <p>In addition;</p> <ul style="list-style-type: none"> • Behaviour Support Plans (BSPs) are used and understood by all staff consistently and effectively and are regularly updated • Single Central Record has become more of a working document and includes a record of all CPD and training relating to the safeguarding of children • 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 • CPD includes supporting trans-gender children in school • Introduce PSHE lessons in UKS2 on sexual exploitation (Safeguarding Audit action point) • Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs. 	<p>Jayne</p> <p>Chris</p> <p>Sarah</p> <p>Karen</p>	<p>ABW '18 highlights internet safety in Y5/6. Visiting PCO delivers assembly and parents informed/ invited to further info meeting.</p> <p>Internet Safety Day – FEB Digital Leaders Training completed in Lay 2019</p> <p>Continual review of BSP – 2 incorporate exclusions</p> <p>Behaviour Training for all TA's</p> <p>Still waiting on safeguarding audit</p>
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		<ul style="list-style-type: none"> • 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. • Behaviour for learning in lessons is good if not outstanding. • An atmosphere of calmness, responsibility, understanding and tolerance permeates the school. • The impact of the school's strongly held values of tolerance, respect and personal integrity is readily apparent in pupil's good spiritual, moral, social and cultural development. • Outdoor areas & playgrounds are continually improved to support pupils in making correct choices whilst outside. • Provide training for lunchtime staff to deal more effectively with pupils behaviour • Parents, staff and pupils are positive about both behaviour and safety. • Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. • Pupils' behaviour outside lessons is almost always impeccable their pride in the school is shown by their excellent conduct and manners. • 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. 			
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