

School Development Plan Priorities 2019-20

5 key areas to development planning	Strategic Goals 2019-2022
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 better progress in all 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.

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	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 (1a)</p>	<p>Children make good and outstanding progress in all 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"> ❖ (1c) Highly focused writing impacts attainment ❖ A variety of resources are used to teach writing and the teaching sequence has been revisited. The 'Talk for Writing' approach is used well in key stage 2. Further development work is needed to ensure consistency in the teaching of writing in key stage 1. Maintain improvements in spelling. Implement handwriting scheme consistently across the school-Nelson ❖ Termly moderation of writing continues, and identifies strengths and weaknesses ❖ (1e) Maths mastery approach implemented ensures clear consolidation before children progress across the curriculum Maths Lead to coach and support the EYFS/Key Stage 1 teachers in the development of these mastery skills. ❖ High quality interventions in all key areas address gaps in understanding ❖ Quality marking and feedback – work conferencing – provides notable impact on children's learning ❖ 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. • 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 of pupil progress across the school • PPG supports progression of vulnerable groups 	<p>LN/CM</p>		

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<p>2. Creative Curriculum adaptation influences progress. (ii) 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"> ❖ Teaching across the curriculum needs a clear intent, implementation plan and impact statement. Teachers need to ensure that the basic skills are applied well in other subjects. Topic and Science books will be the same quality as Literacy and mathematics books. ❖ All curriculum leaders have a clear understanding of their role, their contribution and impact in their curriculum area based on pupil outcomes. ❖ Curriculum leaders 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. ❖ 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 vulnerable groups <p>In addition;</p> <ul style="list-style-type: none"> • Maintain consistency and progression across the school through broad, balanced and creative curriculum • Development of Middle Leaders to support, challenge and hold to account as appropriate within their job descriptions. • Curriculum links are made locally, nationally and internationally • A well maintained environment maximises learning opportunities across the site- Preschool, Library/Nurture space & EYFS outside space. • Governor involvement-Governance deemed effective (4c) 	<p>LN/CM</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. <p>In addition;</p> <ul style="list-style-type: none"> • 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. • Rigorous interventions are in place to ensure that high expectations result in higher levels of achievement • 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>LN/CM</p>		
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<p>4. Pupil and staff well-being. (3d) Enhance and support the development of children academically and emotionally</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"> ❖ Wellbeing is embedded into school culture ❖ Supervision in EYFS extends throughout the school ❖ Interventions and activities that run day to day enhance and support children's social and emotional needs ❖ SEN, First Aid Training and Safeguarding Updates keep staff well informed <p>In addition;</p> <ul style="list-style-type: none"> • A rigorous system of performance management is in place to Identify needs of all staff through appraisal • Coaching Programme continues its development of EHT • Children are confident to inform leaders regarding issues that affect their wellbeing through the school council • Strategies address the digital well-being of all 	<p>LN/CM</p>		
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<p>5. Behaviour & Safety. (3a)</p> <p>Enable pupils to behave impeccably at all times, especially at unstructured times.</p>	<p>5. Children, with support from the school and their families, play an active role in leading healthy, safe and independent play, with opportunities to work and play, both indoors and outdoors, in an enhanced 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 ❖ 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 school's Values for Life. • Safeguarding Audit action points are addressed and reported to governors • Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs. • The impact of a comprehensive 'Positive Behaviour Policy' and a whole school behaviour system ensures consistent approaches to rewards and sanctions • Behaviour for learning in lessons is good if not better • An atmosphere of calmness, responsibility, understanding and tolerance permeates the school. • The impact of the school's values 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. • 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. 	<p>LN/CM</p>		
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