



Whole School Context

This School Development Plan (SDP) is a working document used to set priorities and monitor progress throughout the year.

We are an ambitious school and we have high expectations for all our children and staff. We wish to develop outstanding standards in all aspects of our work.

This document sets out the strategic priorities agreed by the Governing Body, Headteachers and Senior Leaders. It is informed by the school's rigorous self-evaluation system, the most recent Ofsted Report (November 2017) and by the School's Vision.

This plan is underpinned by detailed action plans for each priority area.

Summary of Overall Effectiveness

EYFS:

- Pupils' achieving a GLD in EYFS is significantly above national at 81% for 2017 and 83% for 2018.
- APS for 2017 & 2018 36.3 and 37.4 respectively.
- Positive data for disadvantaged pupils.
- Strong data for SSM (Shape, Space and Measure)-97% & N (Number)-92% (2018)

KS1 & 2:

- 91% of pupils at in Year 1 pass their phonics test with a pass rate of 97% in Year 2.
- KS1 attainment for 2018 in Reading (85%), Writing (77%), Maths (84%) and Science (94%) are all well above national and show an upward school trend.
- Above national average attainment in Reading (91%), Writing (90%), GPS (94%), Maths (85%) and Science (96%) at KS2 in 2017-18 maintained and strengthened over time.
- Maintained high levels of attainment across KS1 (72%) and improved attainment for KS2 (79%) for combined RWM.
- A significantly higher percentage of pupils achieve at Greater Depth than national at KS1 (19%) and KS2 (14%) for RWM.
- Average scaled scores and progress scores are above national averages in all subjects.
- The proportion of disadvantaged pupils that attained at least ARE across all subjects (RWM) has increased significantly in 2017-18 and is 70% compared with 41% last year.
- The progress and attainment of SEND pupils demonstrates an improving picture across the school from 2016-17 although they still lag behind that of all pupils.
- The attainment of BME (Black and Minority Ethnicity) pupils at the end of (22 pupils) KS1 R- 73% ARE, W-73% ARE, M-73% KS2 (19 pupils) R-84%, W-84%, M-68%
- Behaviour is good. 91% of children enjoy coming to school. 88% of children enjoy learning at Balfour Primary School. Rates of bullying are low and 87% of children say that they feel safe at Balfour. (SAWSS 2016)



- The school's work to keep pupils safe is good.
- 95% of parents/carers strongly agree/agree that their child/ren 'feel safe at school' (Parent View March 2018). 92% of parents/carers agree that their child/ren 'are happy at this school' (Parent View March 2018).
- Pupil health and wellbeing indicators are strong – above average attendance, low exclusion rates and low obesity rates.
- Leadership creates a strong culture of excellence and consistently demonstrates strong capacity to improve and maintain high standards
- Experienced SLT has clear direction and ambitious vision and capacity to improve. High quality, innovative approaches are used to provide evidence based models of professional development.
- In school developments focus on impact and are highly effective e.g. progress against the three Ofsted Action Plans.
- School is outward facing working with other schools to champion best practice e.g. Maths NCETM teacher who provides outreach coaching and support, staff undertake quality pedagogic research published on the NCETM website, 2017-18 Balfour was an expert centre for the Global Learning Programme and the school was used as a case study of good practice for other schools.

Summary of key aims			
Priority area	Key aims	Progress/strengths	Areas for further development
Effectiveness of Leadership and Management	To continue to build a whole school identity and ethos across the KS1 and 2 sites. To re-structure leadership roles with key responsibilities across both KS1 and KS2		
	To empower all staff to excel and develop through participation in quality research and professional development networks (maths focus-same day intervention, mastery approach, PILL subject specific cluster groups, Makaton and Cued articulation)		
	Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.		



	To review the current appraisal system to ensure that targets are explicitly linked to SDP priorities and appropriate to role and that all staff understand the expectations and processes involved.		
	To ensure that financial planning enables the delivery of high quality educational objectives in an efficient and effective way. To implement cost efficiencies and review how to maximise income generation.		
Quality of teaching learning and assessment	To continue to improve the quality and reliability of data management systems to support analysis and strategic planning		
	Teaching, using the principles of Maths Mastery across the school consistently fosters mathematical understanding and fluency		
	The broad and balanced curriculum inspires pupils to learn. The range and richness of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education.		
Personal development / Behaviour / Well being	To ensure all staff have understanding and strategies to support mental health and wellbeing		
	To ensure pupils have the values, skills and opportunities to make a positive contribution to their local and global community (RRS Award)		



	Safeguarding is highly effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted		
Outcomes for pupils	To ensure all pupil groups achieve well in Reading, Writing and Maths (disadvantaged, SEND, MA) and continue to diminish the difference between boys and girls across all areas.		
Effectiveness of Early years provision	To increase the number pupils achieving an overall GLD. To implement a new EYFS assessment protocol Assessments to be accurate and used to inform learning		
	To increase the number of first choices preferences for Balfour for September 2019-2020		
Review of progress areas of development identified in previous inspection	To improve the progress and attainment of disadvantaged pupils, especially in writing, through an effective pupil premium strategy.		
	To ensure that the most able pupils are challenged in all lessons to enable them to maximise their learning potential.		
	To improve the provision for pupils who have special educational needs (SEN) and/or disabilities to enable them to make good academic progress.		

Each priority area has a detailed action plan to support the delivery of key objectives.