

School Development Plan Priorities 2015 - 2016

Leadership and Management

- To play an active part in the successful formation of the Penlee MAT.
- To ensure a continual focus on improving the outcomes for disadvantaged pupils.
- Continue to develop the role of subject leaders in ensuring whole school development and succession planning.
- Continue to develop opportunities for collaboration between the Governing Body and the school.
- Raise the profile of the Governing Body.
- CPD to develop staff as practitioners for REAL projects.
- The school operates a budget which is well-planned, not in deficit and contains a clear business plan for the next three years.
- Continue to ensure Safeguarding procedures are rigorous and robust.

Quality of Teaching, Learning and Assessment

- Ensure that a higher proportion of lessons are consistently “Good” (Ofsted*).
- Increase progress through lessons by challenging pupils and moving them on quickly to harder work when they understand (Ofsted).
- AWL system is embedded and used effectively.
- Ensure all pupils are on task throughout lessons (Ofsted).
- Develop use of IT to enable pupils to choose and use tools and technology that increase their capacity as 21st century learners.
- The library is an exciting and inspiring 21st century learning environment that appeals to all pupils.
- Ensure that a wide range of clubs are offered to pupils.
- Developing a “World Class” REAL project.
- Creating “World Class Outcomes”.
- Children are Leaders of their own Learning.

Personal Development, Behaviour and Welfare

- Further improve attendance rate with particular focus on those whose attendance < 90% or have >33% broken weeks (Ofsted).
- Develop outdoor environment (especially the EYFS) to enhance pupils’ playtimes and outdoor learning experiences (Ofsted).
- All children are supported and feel safe. Children know that help is available if they need it.
- Continue to improve our site security.
- Develop the role of lunchtime supervisors into play leaders.
- To ensure that our school meals provision is of high quality and enjoyed by the children.

Outcomes

- Ensure that end of key stage results continue to be at least in line with national averages.
- Year 2 children achieve at least nationally expected levels in Reading, Writing, SPaG and Maths.
- Year 1 children achieve at least nationally expected levels in Phonics and standards are raised in Reading, Writing and Maths.
- Standards in writing across the school, especially for boys, are raised.
- Narrow the gap further in English and Maths between Pupil Premium children and their peers.
- All vulnerable groups of pupils make at least expected progress.
- To help raise attainment for all pupils by working towards Dyslexia Friendly School status.

Early Years Foundation Stage

- Improve outcomes and provision in the EYFS, including the Nursery (Ofsted*).
- The Early Years environment acts as a “third teacher”. Develop the EYFS outdoor environment to enhance pupils’ outdoor learning experiences.
- Teaching in the EYFS is consistently “Good”.
- The % achieving the ELG in Writing and the % ready to work at Phase 5 in Phonics increases.
- Pupils’ progress and outcomes are monitored by all staff.
- All statutory requirements for the EYFS are met.