

## Alverton School Development Plan Priorities 2018 – 2019

### Leadership and Management

- Ensure a continued focus on improving outcomes for disadvantaged pupils.
- To use Performance Management and CPD opportunities to develop aspects of teaching and learning.
- Ensure that governors “systematically challenge” senior leaders so that the effective deployment of staff and resources secures excellent outcomes for pupils; continue to develop opportunities for collaboration between the governing body and the school.
- Create our own 8am – 6pm wraparound, high-quality nursery provision to complement our existing EYFS setting in response to demand from parents for a more flexible approach.
- The school operates a well-planned budget.
- Continue to ensure Safeguarding procedures are highly effective, rigorous and robust.

### Quality of Teaching, Learning and Assessment

- Ensure progress for all groups of pupils in all phases of a lesson through using additional adults consistently across the school.
- Ensure progress for all groups of pupils through the collaborative development of chosen aspects of teaching and learning.
- Ensure the transition between EYFS and Year 1 enables all pupils to be ready for, and access, the Year 1 curriculum.
- Develop the use of IT to enable pupils to choose and use tools and technology that increase their capacity as 21<sup>st</sup> century learners.
- The library is an exciting and inspiring 21<sup>st</sup> century learning environment that appeals to all pupils.
- Ensure parents are given guidance about how to support their children at home.
- Continue to improve the quality of teaching through learning walks and book scrutinies.

### Personal Development, Behaviour and Welfare

- Continue to closely monitor attendance rate with particular focus on those whose attendance <90% or have >33% broken weeks; ensure that no groups of pupils are disadvantaged by low attendance.
- Continue to develop the outdoor environment to enhance pupils’ outdoor learning experiences.
- Develop the role of lunchtime supervisors to include play leaders and pastoral support.
- Ensure that pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and networking sites.
- Ensure that pupils are best-informed (in an age-appropriate way) of how to keep themselves safe mentally, emotionally and physically.
- Continue to work to improve our site security and safety.
- Develop further girls’ sporting skills, especially those currently reluctant to take part, in order to increase self-confidence and wellbeing.

### Outcomes

- Teachers sustain their focus on helping pupils broaden their vocabulary.
- The teaching of writing includes the secure development of pupils’ ability to spell words correctly.
- To continue to raise standards in writing across the school, especially for boys in Key Stage 1 and the EYFS.
- Increase the % of pupils achieving Greater Depth in Writing and Maths at Key Stage 1.
- Increase the % of pupils working confidently within age-related expectations in Maths across the school.
- Continue to ensure that end of key stage results continue to be at least in line with national averages.
- Narrow the gap further in English and Maths between Pupil Premium children and their peers.

### Early Years Foundation Stage

- Ensure progress for all groups of pupils through collaborative development of chosen aspects of teaching and learning.
- Ensure that transition between EYFS and Year 1 enables all pupils to be ready for, and access, the Year 1 curriculum.
- Create our own 8am to 6pm wraparound, high-quality Nursery provision to complement our existing EYFS setting in response to demand from parents for a more flexible approach.
- There is a highly-stimulating environment to learn.
- Identify and address any attainment “gaps”.
- Continue to accelerate progress in Writing, especially for boys.
- Ensure that the % of children achieving their ELG in Maths (particularly Number) increases.
- Children continue to make consistently high rates of progress in relation to their starting points.
- Continue to focus on the progress and attainment of pupils eligible for the Pupil Premium.