



Oliver Goldsmith Primary

Summary School Development Plan 2020-21

1: Improve the 'Quality of Education' for all pupils at OGPS.	Inspired to... ★ CARE ★ CO-OPERATE ★ COMMUNICATE ★ CREATE ★ CELEBRATE	
2: Increase pupil outcomes across ages and phases at OGPS compared to national.		
3: Ensure 'Curriculum Development' has been secured in line with the new inspection framework & Covid 19 related issues.		

Target	Key Actions			Key Staff Involved
Improve the consistency and quality of teaching and learning across all phases.	<ul style="list-style-type: none"> Improve subject leadership Improve teacher's subject knowledge Change focus in performance management to remove unnecessary data targets Improve the quality of teaching of reading & writing as well as improve consistency of moderation of writing 	<ul style="list-style-type: none"> Continue to launch and develop Maths mastery across the school to upskill staff with subject knowledge and improve quality/consistency of maths teaching Ensure staff and leaders can use INSIGHT effectively to record and analyse key assess info Secure clear system for assessing impact of foundation subjects and link to Insight data package 	<ul style="list-style-type: none"> Ensure all planning is in-line with OGPS curriculum guidelines Ensure provision for BCB/pupil as part of BCA Catch up funding used to support new teachers and new LSAs to develop their teaching skills 	<ul style="list-style-type: none"> HT DHT/AHT LT/WLT CT LSAs Governors
Raise standards of pupils' outcomes in key areas to be significantly above national averages and generate progress above & significantly above national.	<ul style="list-style-type: none"> Raise standards in reading (Ofsted) through dedicated staff CPD from English leader Improved quality of planning in English Improve writing moderation (internal) with clear focus on what makes GDS at KS1/2 Ensure phonics procedures ensure high phonics outcomes – less involvement from English leader to create sustainable model over time 	<ul style="list-style-type: none"> Improve support for parents in helping with developing phonics in R/Y1/Y2/Y3 Use Insight to focus on key pupils identified as vulnerable/disadvantaged at OGPS; PPG pupils, BCA pupils & prior lower attaining pupils SENDCo to gain SENDCo accreditation and aim for IQM renewal Review attendance procedures to reduce persistent absence figures and maximise attendance 	<ul style="list-style-type: none"> Accelerated learning for key groups inc. low prior attaining pupils, BSA, PPG & SEND pupils Catch up finding in place to enable all pupils to access support where needed 	<ul style="list-style-type: none"> HT DHT/AHT LT/WLT CT LSAs Governors
Curriculum development in line with new Ofsted framework.	<ul style="list-style-type: none"> Ensure there is greater diversity & inclusion across curriculum with specific focus on BCA pupils and themes of social justice and disability Teachers and faculty leaders to review year group planning to focus on progression, connectedness and memory 	<ul style="list-style-type: none"> Support middle leaders with monitoring, action planning and following up on key issues they have identified Review our curriculum design in light of recent world events! Ensure all staff know the intent/implementation/impact of our curriculum Promote the use of pupil voice to support leaders in making improvements to the curriculum 	<ul style="list-style-type: none"> Ensure Forest School provision continues to be accessed by pupils Engage parents in the OGPS curriculum New SEF format to link to EIF Catch up curriculum created by leaders to ensure that key concepts from last spring/summer are revisited 	<ul style="list-style-type: none"> HT DHT/AHT LT/WLT CT LSAs Governors
Reopen OGPS in a safe way, ensuring children are re-engaged in their learning/school life	<ul style="list-style-type: none"> Complete full risk assessment process prior to re-opening and review risk assessment at key intervals to adapt to ever changing situation Engage with all staff in relation to the risk assessment process Set in place recovery curriculum aimed at pastoral support and care 	<ul style="list-style-type: none"> Ensure a broad and balanced curriculum over time Instil new daily routines link edit RA that support learning and behaviour Ensure staff workload and well-being is key focus Ensure pupil wellbeing is key focus Prioritise reading, writing, maths, PE and PSHE within the first term of the year 	<ul style="list-style-type: none"> Develop clear strategy for remote learning to respond to individual, class, local or national lockdown and keep this strategy under constant review as we learning more over time Develop support for parents Develop tech support for families to access remote education where needed 	<ul style="list-style-type: none"> HT DHT/AHT LT/WLT CT LSAs Governors