



## REVIEW



### SCHOOL DEVELOPMENT PLAN PRIORITIES OVERVIEW - 2016-2017

**Leadership and Management**- Leaders to rapidly drive improvements through direct coaching, strategic planning and robust performance management. Perspective will be used for school self-evaluation to assess the development of the school and it will be used to inform the School Development Plan (SDP). SDP will be used to inform Performance Management of the teachers and teaching assistants. **ACHIEVED** – Evidence = data, leader's files, Perspective.

2017-2018 – embed the use of Perspective further. Middle leadership course booked for one staff member, Senior Leadership course booked for another staff member. That same staff member will undertake the SENDCo qualification.

**Quality of Teaching, learning and assessment** - Improve the quality of teaching, learning and assessment so that by July 2017 all teaching is at least good or better. By July 2017:

- Marking and feedback will be robust, consistent and purposeful throughout the school. **PARTLY ACHIEVED**
- Maths teaching will be matched to children's needs and pupils will be fully involved in their learning and know their next steps. **ACHIEVED**
- Teachers will know age related expectations for children in their class and will plan engaging lessons that enable their children to meet these. **ACHIEVED**
- The teaching of writing will enable children to imitate the key language they need they need for a particular topic orally before reading and analysing it and then writing their own version. **ACHIEVED**

2017-2018 – all teaching good with some outstanding. Assessment in R.E. to be as robust as in maths and English. To continue to develop teaching of maths, English and R.E. through high-quality C.P.D.

**Outcomes for Pupils** - Achievement -

- In July 2017, the end of KS2 and KS1 data is at least at national in reading, writing and maths. **ACHIEVED** (except for writing KS2 which was above County 2017 and 53% above school 2016)
- All children to make at least expected progress with class average to be 6.3 steps. **ACHIEVED in all but one year group**
- SEN children to achieve their individual targets. **PARTLY ACHIEVED**
- Children in receipt of PPG to receive provision that enables them to: close the gap with others in their cohort; achieve in line with their peers nationally; and make good progress from their starting points. **PARTLY ACHIEVED**

2017-2018 – to ensure that end of KS2 and KS1 data continues to be at least in line with national with a greater number of children achieving greater depth.

To ensure that all children make 5+ points in year 1, 6+ in years 2 and 3 and 7+ in years 4 -6.

To develop provision for SEND children and PPG ensuring that they continue to make good progress against their starting points.

**Personal Development, Behaviour and Welfare** -

- To improve attendance rates so that they are above 95% and improve punctuality rates. **ACHIEVED**
- To ensure that all pupils, staff and parents understand and apply the school's mission statement and values and build opportunities for this into the curriculum and environment. **ACHIEVED**
- To further develop understanding of Safeguarding, prevent and radicalisation ensuring that all staff are trained and aware of safeguarding procedures. **ACHIEVED**
- To develop staff understanding of Education Personal Relationships (EPR) and develop pupils' understanding of issues such as personal safety, anti-bullying, citizenship, sex education and relationships (in line with their age and stage). **ACHIEVED**
- To encourage all parents to engage with school policies and expectations and further improve parental participation **ACHIEVED**



## REVIEW



2017-2018 – to ensure that attendance is above 96% and above the national 2017 figure. To further reduce persistent absenteeism. To ensure that all staff continue to have regular updated safeguarding training. To develop growth mindset community further. To provide more parent workshop evenings – reading, maths, pupil premium.

### Early Years

- Ensure outcomes at end of EYFS demonstrate at least good progress from starting points. **ACHIEVED**
- Develop collaboration with other schools. **ACHIEVED**
- Develop the inside and outside learning environments in the Early Years to ensure that there is high- quality provision leading to better rates of progress **ACHIEVED**

2017-2018 – provide greater opportunities for children to be assessed as greater depth at the end of EYFS and children to demonstrate mathematical reasoning.