



Summary of the School Development Plan 2018-2019

Teaching and Learning - Outcomes

Key Priority 1 – End of Key phase outcomes - That at least 75% of children achieve GLD in EYFS and in all other year groups at least 85% of the children achieve expected outcomes, with KS2 gaining a combined score of at least 70%.

- Ensure that 100% of teaching is judged to be at least consistently good across the curriculum so that most pupils meet age related expectations at the end of each year, and make good progress.
- To ensure that pupils achieve national expectation and monitor under achievers & vulnerable groups in EYFS.
- To develop the role of Learning Support Assistant (LSA) to deliver highly effective interventions.
- To move teaching from good to excellent.

Teaching and Learning - Curriculum

Key Priority 2 – Foundation Curriculum - To raise the profile of Foundations Subjects so that the expectations and outcomes are at the same level of Maths and English.

- To carry out a curriculum review so ensure that there is a broad and balanced curriculum that allows all to achieve their best in a variety of subjects.
- To develop curriculum planning so that it coverage of foundation subjects can be easily monitored.
- To improve staff subject knowledge in foundation subjects so that the quality of work produced by the children is comparable to Maths and English.
- To develop subject leaders monitoring skills so there is a greater impact on the broader curriculum.

Teaching and Learning - Assessment

Key Priority 3 – Broader Curriculum - To ensure that assessments carried out across the curriculum are accurate and give a clear indication to Subject Leaders the outcomes in their subject. At least 85% of children are at the expected outcomes in every subject.

- To create a system to assess and track foundation subject with increased accuracy.
- To use comparative judgement to assess and moderate writing.
- To review Feedback and Marking so that it is as effective as possible in moving children forward in their learning.

SEND

Key Priority 4 – To improve the outcomes of SEND/AMA pupils by embedding the use of the Learning Hub

- To ensure that the Learning Hub is used effectively and has an impact on pupils outcomes both academically and personally.
- To ensure that interventions are relevant and effective and aid children's progress.



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Safeguarding - Wellbeing and Behaviour

Key Priority 5 – To improve the wellbeing of children and staff so that they achieve their best but are also resilient and can overcome barriers.

- To embed Paul Dix approach to rewarding children and behaviour management.
- To implement strategies and awareness from Mental Health First Aid
- To improve staff wellbeing leading to teacher retention and increased resilience.
- To investigate teachers workload and how it can be reduced.