

School Development Plan 2019 – 2020

Quality of Education

1. Intent

1. To provide a rich, broad, balanced and challenging curriculum (see subject specific intent statements and action plans)

2. Implementation

1. To deliver a rich, broad, balanced and challenging curriculum.
2. To ensure that teachers use assessment well to help pupils and check for their understanding.
3. To ensure that reading and phonics are prioritised (also see reading subject leader action plan)
4. To ensure that mathematical knowledge, concepts and procedures are taught in all years groups (see maths subject leader action plan)

3. Impact

1. Cohort specific targets are met
2. Ensure progress of vulnerable groups is in line or exceeding that of the other pupils.
3. Ensure that data is regularly entered into the assessment system to track impact (and inform future planning)
4. Ensure that the quality of work across the curriculum is of high quality
5. Ensure pupils are reading widely and often and are at age appropriate levels
6. Ensure pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age

Behaviours & Attitudes

1. To ensure that pupils behave with consistently high levels of respect for others and that they are thoughtful, active and caring citizens within and outside the school environment.
2. To ensure that pupils have highly positive attitudes and commitment to their learning and the school environment.
3. To ensure pupils continue to behave well.
4. To ensure pupils and adults know and understand how to keep themselves and others safe.

Personal Development

1. To ensure the curriculum supports and provides opportunities for pupils to be confident, resilient and independent learners.
2. To ensure the school curriculum, including extra curricular activities, provide rich and meaningful opportunities and experiences.
3. To ensure that pupils know and understand the importance of having a healthy and active lifestyle, including mental health.
4. To ensure that pupils know, understand and respect different views, beliefs and opinions.
5. To continue to ensure children are well equipped for their next stage of learning.

Leadership & Management

1. Leaders will ensure that effective and meaningful engagement takes place with staff; any issues identified are dealt with (including issues relating to workload).
2. Subject leaders will have a clear and ambitious vision for subjects they are responsible for; they will identify and action (subject specific) priorities, including their own CPD and the CPD of others.
3. Subject Leaders will continue to use assessment information (with other monitoring evidence) to evaluate the quality and provision in their areas of responsibility. They will use this evaluation to make improvements in the teaching of the curriculum.
4. All leaders, including Governors' will demonstrate a deep and accurate understanding of the school's effectiveness and use this to help inform future decisions. They will use this information to hold leaders to account for the quality of education.
5. Leaders and Governors will ensure they fulfil their statutory duties in terms of Equality Act (2010) and ensure there is strong and effective safeguarding procedures in place.

Early Years

1. To ensure that children make substantial and sustained progress in all Areas of learning.
2. To continue to develop the EY outside area so it enhances and complements all areas of learning.
3. To continue to work with parents with regards to their children's learning.
4. To ensure that there is challenge and links across all areas of learning, through resources, environment and questioning.