

SCHOOL DEVELOPMENT PLAN 2017-2018 **This is a summary document*

Outcomes			Quality of Teaching, Learning and Assessment		
FOCUS	ACTION	SUCCESS CRITERIA	FOCUS	ACTION	SUCCESS CRITERIA
Prioritise intervention groups across the school, to ensure children working at Greater Depth are in line with National at the end of KS1/KS2 and in all year groups.	Prioritise intervention groups across the school, to identify those children targeted for 'Greater depth'. Class teachers review/update and measure impact termly.	YM/TH/AH and subject Leaders to review at 6-week intervals (1/2 termly). Outcomes in each year group show children working at greater depth in line with National KS1 and KS2.	Embed moderation meetings (internally/externally) to ensure accuracy of teacher assessment in line with new curriculum	TH timetable termly moderation meetings. Consideration of new curriculum and end of year statements.	Ensure levelling of children's work is agreed and consistent in both key stages to ensure assessment is cohesive throughout the school. Develop a common understanding and secure usage by all teachers of our new assessment without levels procedures
Close the gap between Maths and English in all year groups and by the end of KS1 and KS2.	JT/SLT write action plan to develop Numeracy throughout the school.	End of year data shows closing of gap with Numeracy and Literacy. Review 6 weekly.	Review Marking and Feedback Policy.	Ensure consistency in approaches to marking in both key stages. TH to lead review.	Middle Leaders monitoring report and SLT book scrutiny to evidence consistency in approaches to Marking and Feedback across the school
Accelerate progress of disadvantaged children in core areas in KS1 and KS2 and monitor progress of more able PPG pupils.	YM.TH monitor vulnerable data, recording all progress measures and report to EWG termly.	Prioritise intervention groups to identify those disadvantaged children targeted for support. YM able to evidence good levels of progress amongst FSM group	Climate of challenge across all abilities	Subject and senior leaders to review planning and through monitoring report observations	Lesson observations, book scrutinise, drop-ins and school data indicate high expectations and challenge
Monitor progress for pupils with SEND and low attaining children (at the end of KS1) so that as a group they make similar progress to all other pupils nationally.	AH complete half-termly data analysis to monitor progress SEND pupils. All staff contribute to year group provision maps to evidence impact of intervention across the school.	End of Year outcomes, and termly TLCs, show that children identified with SEND are working at least in line with their national peer group.	Conduct Teaching and Learning review	TH to source external consultant to conduct review	To support the school with ideas and development points.
Deeper thinking in Religious Education	TH/SM to liaise with St. Paul's to agree programme of support-to-support staff to teach at these higher levels.	SM record examples and work completed and report to RE link governor in Curriculum Gov. Meeting (January 2018).	Enhance Teaching and Learning Environment	TH to appoint key personnel to oversee the consistent implementation of policy.	A stimulating and engaging learning environment to acknowledge achievement and foster, support and encourage children's learning.
			Introduce tests to measure progress more effectively	YM/TH to introduce NFER testing from Summer 2017. Develop system for termly measures of progress	Secure measurement of progress from EYFS to KS1 and KS1 to KS2.
			Outstanding Learning Behaviour	TH/SLT develop programme of monitoring to support teaching and learning i.e. use of AFL	Outstanding teaching and learning as evidenced in monitoring reports

Personal Development, Behaviour and Welfare

FOCUS	ACTION	SUCCESS CRITERIA
Review Behaviour Policy	Involve all staff in the evaluation of current behaviour policy and procedures and update with a more focused, understood and robust model.	Consistent approach to managing behaviour across the school, which is understood and acted upon by all stakeholders.
British Values	TH review policy	An effective curriculum that engenders knowledge, attitudes, British Values and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. ('Prevent' and radicalisation)
E-safety Accreditation. 360 accredited safer online safety mark	Apply for esafety award accreditation. TH liaise with VF to establish timelines and complete 360 degree safe self-review.	Demonstrate robust practice in their e-safety policy and procedures.
Safeguarding	TH/SF evaluate all Safeguarding procedures and report to EWG	TH deliver annual training (Autumn 17). Julian Sorsby conduct Safeguarding audit and provide summary report. (Autumn 17)

Leadership and Management

FOCUS	ACTION	SUCCESS CRITERIA
Invest in Computing infrastructure and Computing curriculum	TH/VF to produce a strategic approach to renewal of hardware on a rolling programme. Replace all whiteboards with touch TVs	Computing infrastructure that is stable and can support delivery of Computing action plan.
Develop new school website.	Stakeholders have access to all key information to fully interact with and engage in school life. Website communicates OFSTED key information	RR/TH to oversee implementation with expected timeline for completion summer 2017.
Review school's appraisal policy	TH to liaise with EWG to agree policy implementation	Clear understood roles and accountabilities.
Develop capacity of Middle Leadership and Senior Leadership structure.	TH/EWG to agree a staffing structure that outlines the roles and accountabilities of middle and senior leaders to support the effective management structure of the school	Staffing structure with clear understanding of roles and accountabilities within robust monitoring structure.
EWG monitoring and transition to FGB	EWG to liaise with Diocese and LA with summary of recommended actions/timeline to reestablishment of FGB	EWG report Summer 2017