

SCHOOL DEVELOPMENT PLAN 2019-2020

**This is an executive summary document*

Outcomes

FOCUS	ACTION	SUCCESS CRITERIA
Close the gap between Maths and English in all year groups and by the end of KS1 and KS2.	FD write action plan to develop strategies in Reading and Writing throughout the school. See LITERACY ACTION PLAN.	End of year data shows closing of gap with Numeracy and Literacy. Review at PLRs
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.	YM 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.
Ensure standards in Religious Education align with standards in Literacy and 'assessment without levels' is embedded.	EK/TH to review planning fortnightly to ensure AFL and frequent book scrutiny to ascertain topic coverage and areas for support.	'Come and See' curriculum planning is reviewed and updated. Book scrutinise show full application of new planning template with more opportunities for extended writing.
Monitor the progress/Outcomes of children in Reception Class	HW to provide termly monitoring reports of progress. TH to appoint EYFS consultant to review Teaching, Learning and Assessment.	GLD is in line with national proportions and/or progress from baseline shows marked improvement.

Quality of Teaching, Learning and Assessment

FOCUS	ACTION	SUCCESS CRITERIA
Teaching and Learning review	TH identify external consultant to review and report on Teaching, Learning and Assessment in KS1 and KS2 in conjunction with new OFSTED Framework	To identify emerging trends for development and strengths in Teaching and Learning.
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
Cross-curricular Focus	Planning ensures a thread of Numeracy and Literacy is taught as part of 'The big Curriculum' and a curriculum Intent is agreed.	Books show evidence of key skills taught beyond the numeracy and literacy curriculum
Review system of assessment in conjunction with new OFSTED Framework	Review school's procedures for assessing pupil progress to ensure data collections and other methodologies impact effectively teaching and learning.	Ensure efficiencies at all levels i.e. staff, children, school leaders.
Reading	See LITERACY ACTION PLAN	See LITERACY ACTION PLAN

Personal Development, Behaviour and Welfare

FOCUS	ACTION	SUCCESS CRITERIA
Active Lifestyles	'Sportsmark', 'Changeforlife', Nuffield Health, Sports Crew Leaders, afternoon break KS1	Promote overall mental and physical health
Lunch provision/compliance	Review school lunches and alternative providers.	Promote Healthy living
Sustainability	Raise the profile of Eco-work and develop and Environmental Policy	Conserve energy, help the environment, reduce pollution, slow global warming and lower waste products in landfills.
Meditation	TH/EK to implement across the school for trial Summer Term 2019 following staff training Easter 2019.	Support national concern relating to children's mental health.
New Uniform	TH/SLT ensure adherence to new uniform policy across the school.	TH/SLT ensure adherence to new uniform policy across the school.

Leadership and Management

FOCUS	ACTION	SUCCESS CRITERIA
New OFSTED Framework	TH/SLT to undertake training to familiarise with new framework	TH/SLT ensure new framework is understood and communicated including all stakeholders
Restructure Kitchen facilities and air conditioning in KS2	Await application for LCVAP funding	More efficient and conducive space to manage lunches and improved experience for children
Appoint Assistant Head Inclusion (to include SEND)	TH to manage recruitment processes Easter 2019	Appointment of Full-time Inclusion Leader September 2019
CPOMS (Safeguarding)	SLT ensure full implementation Easter 2019	Effective recording of child protection, behavioural issues, bullying, special educational needs, etc.
Professional Development	Developing whole-school leadership capacity at all levels to drive and sustain high standards and expectations. i.e. NCSL qualifications.	Develop personal and wider needs of the school development

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