

**West Ewell Primary
School
Development Plan
2018 - 2020**

Long Term Aims 2018 – 2021

- To become an outstanding, first - choice Primary school
- To sustain the highest aspiration and dedication to achieving the best outcomes for all pupils
- To sustain, develop and support a distributed leadership structure which meets the changing needs of the school
- To provide an exciting and creative environment that meets the needs of every child to prepare them to thrive in our rapidly changing world
- To work in close collaboration with the Trust and local schools to establish a culture of partnership and continual improvement

School Development Plan Priorities 2018-2019

Priority 1 – Leadership and Management

Robust challenge and self-evaluation leads to sustained improvement and a culture of high expectation at all levels.

- Implement highly effective succession and development of all emerging/current leaders which ensures for increased leadership capacity
- Embed processes that enable Governors to effectively challenge leaders
- Implement an incisive program of Performance Management that leads to professional development and encourages challenge and supports teachers' improvement
- Subject leaders promote and drive an exciting and creative curriculum that inspires all pupils to achieve their very best
- Middle leaders are accountable for the area they lead across the school

Priority 2 – Teaching Learning and Assessment

- **Review our curriculum intent and design. All subjects will be valued equally. The content and progression of each subject will be challenging, inspiring and consolidate pupils' knowledge understanding and skills.**
- Teachers use accurate assessment, pupil voice and observation to understand the impact of the curriculum on outcomes
- Teachers use accurate assessment in order to ensure sustained challenge and scaffolding.
- Teachers use accurate assessment and a deep knowledge of the subject to plan and deliver highly effective lessons
- Lessons facilitate deeper learning through challenge for all learners
- Assessment procedures are refined to mirror exemplification for Year 2 and in preparation for year 6
- All teachers understand how to measure progress and are able to analyse and use data to inform their knowledge of groups within the cohort

Priority 3 – Outcomes for Children

Accelerate progress and improve attainment to above/well above national averages

- Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, in every year group and across the curriculum
- Accelerate progress of Disadvantaged and SEN children so that they achieve end of year targets in reading writing and maths; and or make excellent progress from low individual starting point
- All lessons challenge children working at a greater depth standard to make accelerated progress
- All teachers have an uncompromising approach to improving outcomes for disadvantaged pupils

Priority 4 – Personal Development, Behaviour and Welfare

Embed a culture of self-assured learning and a whole school approach to mental health and wellbeing which will have a strong, positive impact on achievement.

- Ensure a purposeful, learning environment that promotes positive behaviour respect and engaged learners
- Deploy sports premium funding to ensure that enhanced provision contributes to the positive physical, mental and personal well-being of pupils
- Develop pupils' self-confidence, resilience and emotional intelligence so that they have a readiness to learn and the desire to achieve their very best
- Pupils SMSC development equips them to be safe, thoughtful caring and active citizens
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Priority 5 – Effectiveness of the Early Years Provision

Create an enabling environment that nurtures and develops the whole child.

- Teaching and learning remains outstanding; as a result, outcomes for children are at the highest level
- Develop independence creativity and social skills ensuring self-confidence, resilience and emotional intelligence so that they have readiness to learn and the desire to achieve their very best
- Create a language rich environment which promotes children's spoken language and understanding of key vocabulary
- Assessment is accurate based on high quality evidence and includes all involved in the child's development