

Summary of SDP 2019 -2020 and 3 year data overview

Summary of SDP Areas of whole school Action

2019	FS2	Good Levels of Development				Attendance
	Sch	76%				
	Nat	71.8%				
	Y1	Phonics				
	Sch	90%				
	Nat	82%				
	KS1	R		W	M	
	Sch	77%		69%	77%	
	Nat	76%		70%	76%	
	KS2	R	*GPS	W	M	
	Sch	88%	93%	88%	79%	
	Nat	73%	78%	78%	79%	
	RWM comb	Sch	69%	Nat	64%	

2018	FS2	Good Levels of Development				Attendance
	Sch	83%				
	Nat	71.5%				
	Y1	Phonics				
	Sch	89%				
	Nat	83%				
	KS1	R		W	M	
	Sch	80%		63%	83%	
	Nat	76%		70%	76%	
	KS2	R	*GPS	W	M	
	Sch	80%	90%	77%	83%	
	Nat	75%	77%	78%	75%	
	RWM comb	Sch	67%	Nat	64%	

2017	KS1	R	*GPS	W	M	Attendance
	Sch	83%		70%	83%	
	Nat	76%		68%	75%	
	KS2	R	*GPS	W	M	
	Sch	77%	80%	83%	70%	
	Nat	71%	77%	76%	75%	

Leadership & Management

Whole school Action-

- The continued pursuit of excellence to successfully create a shared school culture

Proposed outcomes-

- Create a shared understanding of school values and vision with the whole school community
- Quality of teaching is highly effective across school with precise professional development focused on a coaching approach that encourages, challenges and supports.
- Middle Leadership is in place and is effective.

Quality of Education

Whole school Action

Intent- The curriculum constructed is ambitious, reflective of the children's needs, coherently planned, and cumulatively sequenced so children gain sufficient knowledge and skills.

Implementation- The Staff (Teachers and TAS or other adults working with children) and leaders engage in reflective dialogue through use of coaching to develop teaching and learning and thereby increase the understanding of how children learn

Proposed outcomes-

- Teachers and Leaders develop and implement a curriculum which is reflective of the children's needs and based on evidence focused on development of knowledge and skills
- Teachers and TAS engage in incremental coaching focused on developing teaching and learning to impact on pupil's learning
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.
- Teachers embed Maths, Reading, Writing and communication across the curriculum.

Personal development

Whole school Action

The school has developed a therapeutic approach and children are encouraged to become confident, resilient and independent.

Proposed outcomes-

- Therapeutic thinking behaviour policy is shared and is implemented across the school
- Attendance for all groups is increased and the Persistent absentee % is maintained or lower
- Pupils value their education and absence rates reduce across the whole school.
- Parents, staff and pupils are positive about behaviour and safety.
- Pupils are equipped to be thoughtful, caring and active citizens in school and in wider society.

Behaviour and attitudes

Whole school Action

The school has developed a therapeutic thinking environment where children and staff value each other and children have high attendance and are punctual

Proposed outcomes-

- The behaviour policy directly impacts on the relationship between the staff and children
- children learn from educational consequences and do not view behaviour as an individual response but how they are part of a larger society and their actions impact on this
- Play ambassadors have a direct impact on lunchtime behaviours

Effectiveness of the Early Years

Whole school Action

The curriculum focuses on developing children's communication skills and a language rich environment

Proposed outcomes

- School **GLD** is in line with National GLD.
- Disadvantaged gap is reduced
- Teachers and plan and deliver a high quality language rich curriculum where children are confident speakers and thereby readers