



Curriculum

**Community
Voice**

Leadership

Assessment

**Raising
Standards**

**School
Development
Plan
2016-2017**

Overview of Objectives

Area of Focus	Leaders involved and role	Key indicators
Curriculum	MF, GS, PW	<p>What do we want it to look like by the end of the year? Our curriculum reflects the needs of our children, meets the government requirements and is implemented to a high standard by all staff.</p> <p>What will be the impact/success?</p> <ul style="list-style-type: none"> • Staff clear as to how to plan from the national curriculum. • Staff planning provides a purpose and 'end product' to ensure high levels of engagement amongst children. • All aspects of the curriculum are being fully implemented and planned for. • Mastery of non-core areas amongst staff translates into high quality learning opportunities for pupils. • Computing is used to enhance learning and ensure that statutory requirements are met.
Community Voice	MF, GS, PW,SN	<p>What do we want it to look like by the end of the year? We aim for our pupils to be articulate and confident independent learners. We want them to develop an understanding of strong British values and recognise that these are 'Values for Life'</p> <p>For our broader school to have greater insight and opportunities to become involved in the life of the school.</p> <p>What will be the impact/success?</p> <ul style="list-style-type: none"> • The children are clear on core British values of democracy, law, individual liberty, mutual respect of tolerance of different faiths and beliefs. • The children to build upon the principles of BV and recognise the impact they have upon shaping the way we live our lives. • 'Values for Life' to play a greater role within the everyday life of the school. • The children are able to discuss and explain opinions. • 80% of children accessing Children's University.
Leadership	MF, GS, PW	<p>What do we want it to look like by the end of the year? Staff clear on roles and responsibilities and delegated roles. They are able to articulate the way in which the school is led and managed. Staff at all levels and stages of their careers supported and empowered to achieve.</p> <p>What will be the impact/success?</p> <ul style="list-style-type: none"> • All aspects of school life clearly costed, monitored and planned for. • All curriculum areas appropriately resourced

		<ul style="list-style-type: none"> • Teachers able to discuss and share strategies for developing teaching. • Children accessing a broad and balanced curriculum
Assessment	MF, GS, PW	<p>What do we want it to look like by the end of the year? A consistent approach to assessment that informs all stakeholders and leads to great teaching and learning.</p> <p>What will be the impact/success?</p> <ul style="list-style-type: none"> • Staff clear about the progress of their children and vulnerable groups in particular. • A common language used and understood by all to describe progress. • Moderation that is efficient and leads to agreement and confidence in judgements. • A tracking system is implemented that makes sense and is easy to use and interpret. • Leaders able to undertake self-evaluation confidently. • Leaders clear about the progress being made and able to articulate the next steps required to secure improvement. • Governors receive information that makes sense and allows them to identify their role in shaping the strategic direction of the school and how they hold the leadership to account.
Raising	MF, PW, GS, BB, SM, LK	<p>What do we want it to look like by the end of the year? A clear, consistent approach to the teaching of writing. Children able to use taught skills to write for a range of purposes/audiences with</p>

Standards
Writing
Reading
Maths

confidence.
A uniform presentational style developed across the school.
Children have a love of books and reading. They are introduced to a range of different authors and given the opportunity to fully study and discuss a book.
Children are confident mathematicians able to use appropriate strategies to solve real-life problems.
'Level 3 at KS1' children are stretched through a curriculum which deepens their understanding and application ability, enabling them to perform as 'high achievers'

What will be the impact/success?

- All children taught to write using the same style
- 90% of children to be able to demonstrate a legible, age appropriate handwriting style
- 98% of children in Y5/6 attaining a pen licence.
- Consistent methods used to teach reading and writing skills.
- End of KS scores to exceed national and local data.
- 91% of Y6 achieving expected in reading
- 92.6% of Y6 achieving expected in maths
- 91% of Y6 achieving expected in writing
- 83% of Y6 achieving expected in combined
- 'Level 3 at KS1' groups achieve a progress score of at least 0 at the end of KS2.
- 20% of 2A children to convert to greater depth at reading and maths

90% of children able to work within 'at expected' age-appropriate for maths and English in all year groups.