



Overview of Key Priorities of School Development Plan 2016 - 2017

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
<p>Effectiveness of Leadership & Management</p>	<p>The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.</p>	<ul style="list-style-type: none"> • The gap is closing between the attainment and progress of Disadvantaged pupils and National other pupils. • Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports. • The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart. • Safeguarding is highly effective. 	<ul style="list-style-type: none"> • Develop further the Pupil Premium champion to ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils. • Professional Development Lead to implement the new standard for teachers' professional development. • Continued development of British Values and Key Drivers within our effective broad and balanced curriculum. • Introduction of CPOMS across school to ensure pupils health, well-being and safety is monitored effectively.
<p>Quality of Teaching, Learning and Assessment</p>	<p>To be judged as 'outstanding' as the teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.</p>	<ul style="list-style-type: none"> • Teachers plan lessons very effectively and the content is progressive and demands more of pupils. • Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. • Teachers embed Reading, Writing and communication across the curriculum. 	<ul style="list-style-type: none"> • To ensure English writing is taught consistently in line with the new English Policy 2016. • Continued implementation of Guided Reading, ensuring effective questioning develops reading skills and comprehension. • To introduce a new 'Maths Policy' to ensure pupils develop mastery & depth and acquire reasoning & fluency skills. • Evaluate and develop further the school assessment policy, providing pupils the maximum opportunity to progress and reach their end of year potential.

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<p>Personal development, behaviour and welfare</p>	<p>To enable pupils to behave impeccably at all times, especially at unstructured time.</p>	<ul style="list-style-type: none"> • Pupils value their education and absence rates reduce across the whole school. • Pupils can explain accurately and confidently how to keep themselves healthy and safe. • Parents, staff and pupils are positive about behaviour and safety. • Reduced number of lunchtime incidents as school strategies support pupils ability to self- discipline. • Pupils are equipped to be thoughtful, caring and active citizens in school and in wider society. 	<ul style="list-style-type: none"> • Attendance monitored and tracked to ensure persistent absence rates reduced. Whole school initiatives introduced to promote higher attendance rates. • Develop the new PHSE curriculum to enable pupils to explain accurately how to keep themselves safe and healthy. • Pupils feedback that they have happy, healthy and safe lunchtimes . • Introduce and implement 'Scouting' across school in a rolling programme.
<p>Outcomes for pupils</p>	<p>To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress.</p>	<ul style="list-style-type: none"> • The % of pupils attaining the phonic standard in Year 1 and the re-test in Year 2 shows a significant rise. • Ensure Reading attainment gap at KS1 is reducing and therefore becomes more in line with National expectations. • Ensure Reading for pupils in KS2 is closer to National and therefore school gap is closing. • New end of year expectations in Year 2 and Year 6 are closer to the new National expectations than the previous year. 	<ul style="list-style-type: none"> • Enhanced phonic provision and monitoring of pupils to ensure increased standard. • Embed the thorough and systematic approach to teaching Reading across EYFS & KS1. • To ensure Reading is taught consistently across the whole school skills are embedded throughout and pupils foster a love of books. • To ensure pupils attain the best outcome by targeted and individual support. • Progress of pupils demonstrates 'substantial and sustained' progress across all years.
<p>Effectiveness of the Early Years</p>	<p>To ensure children in Early Years are 'school ready'.</p>	<ul style="list-style-type: none"> • School GLD is in line with National GLD. • Expected level in Reading is closer to National. • Gap between Boys and Girls is reduced. • ELG attainment in People & Communities and The World is closer to National. 	<ul style="list-style-type: none"> • Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and out. • Reading is a priority – children taught to read effectively – focused adult directed teaching. • Provision and planning reflects the needs of the boys to ensure maximum progress, adapt to meet the needs of boys. • Focus on Understanding the world ensuring opportunities to talk and develop – adult planned experiences required.

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