

School strategic development plan

September 2017- July 2018

| <p>Priority 1. Achieve academic success in each year group All key groups achieve in line with their peers and national data Children who are below national expectations in reading, writing and maths make very good progress towards the expected standard Outcomes for disadvantaged pupils are improved. (Gap is closed) Pupils identified as high attaining continue to make accelerated progress.</p> | |
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| Strategy | Success criteria (KPIs) |
| <p>1. Set ambitious targets at all levels which drive everything we do. 2. Deliver consistently good and outstanding teaching 3. External review of teaching and learning (with BET Primary Lead) informs future planning 3. Half termly monitoring of the quality of teaching by HT, DHT with actions fed into Spring/Summer SDP 4. DHT/SENCo monitor the delivery and impact of interventions and evidence pupil outcomes 5. Embed an aspirational culture of high expectations and appropriate challenge for all children. 6. HT/DHT/SENCo shadow identified children to ensure personalised learning and sufficient challenge for all. 7. All lessons provide challenge securing accelerated progress for the most able children.</p> | <p>Expectations are clear and understood by all. Strong leadership provides support and intervention the impact of which in children reaching their individual targets External and school based T&L reviews: triangulation of monitoring shows 100% of teaching over time is good or better. 75% of teaching over time is outstanding 100% of children make expected+ progress from their individual starting points. Boys achieve in line with girls in reading, writing and maths in Year 2. Narrowing the gap between SEN/Non-SEN, PP/SEN and all other children (Year 1 onwards), EAL/Non EAL in Year 1 Pupils with low prior attainment make accelerated progress to meet or exceed their individual targets. Clear evidence in children's books and on data system that children are reaching expected standard or showing good progress towards EOYE Pupils targeted to exceed EOYE are on track to do so 80% reaching end of year expectations.(RWM) 30% exceeding end of year expectations.</p> |
| <p>Evaluation</p> | |

Priority 2. Further develop leadership at all levels to achieve the best outcomes for all learners

All leaders work towards and achieve the School's key priorities and are accountable for excellent outcomes for all pupils

School vision, values and SDP are set and shared with all.

Leaders challenge performance and actively support the school's drive towards the highest standards

Governors effectively monitor and challenge the progress of the school

| Strategy | Success criteria (KPIs) |
|--|---|
| <p>1. Develop new senior and middle leaders; provide opportunities to engage with national accredited programmes (e.g. : NPQML, PSHCE diploma, school to school support with BET)</p> <p>2. FGB work with the SLT to develop and maintain strong and effective governance.</p> <p>3. Governors to be proactive in seeking CPD</p> <p>4. Join a SCITT provider</p> <p>5. Develop levels of monitoring and lead training to achieve a consistent understanding of progress and attainment in core subjects</p> | <p>Leaders at all levels will be able to demonstrate the impact they have had on pupil outcomes and or provision in their specific areas of responsibility (termly)</p> <p>Pupils and staff work within a culture of high aspiration</p> <p>School-based projects and subject leadership impact on and raise standards in all subjects</p> <p>Succession plan in place for future leadership of the School</p> <p>Embed actions outlined in Governing Body's strategic plan</p> <p>In-house teacher training and development ensures that we continue to be fully staffed and retain high quality teachers</p> <p>All teachers are able to articulate what good and accelerated progress looks like in core subjects and are secure in judging attainment</p> <p>HT to review subject leaders' monitoring for quality and accuracy (termly)</p> <p>Half-termly monitoring by HT tracks progress towards School Improvement Priorities</p> <p>100% of teaching over time is good or better</p> <p>75% of teaching over time is outstanding</p> |

Evaluation

3. Lead the school in successful conversion to academy status

Complete successful school expansion to Primary status with support from BET
The school will be well placed to embrace the changing educational landscape and be able to plan effectively for it
Build capacity by developing senior and middle leaders to support effective succession planning
School to school support within the MAT leads to continual improvement
The school will be in a strong financial position

Strategy

1. Work in partnership with the MAT to review school structures, develop practice and implement change.
2. Work in partnership with the MAT to review the schools financial management and efficiency
4. HT to work in partnership with executive Heads group of BET, feeds into school improvement plan

Success criteria (KPIs)

Best practice shared, evidence of progress and impact shared with FGB.
100% of teaching over time is good or better
75% of teaching over time is outstanding
A 3-5 year financial plan in place that is sustainable.
WEPS will maintain and improve its educational and financial standards

Evaluation