

## School Development Plan 2017-18 - Outcomes

### OUR PUPILS EXPECT:

A stimulating and safe environment where all pupils are happy, helpful and honest with good manners.  
An education that allows them to achieve in a range of contexts enabling them to gain a wide range of skills and knowledge.  
Well behaved classmates.

### OUR PARENTS EXPECT:

Pupils to learn at a first class school with an excellent reputation that gives pupils the opportunity to succeed.  
An environment where every child is safe, treated as an individual and their personal development is central to success.  
Well behaved and polite children.

### OUR STAFF EXPECT:

To be treated with respect by all members of the community.  
To be encouraged to continue their own learning journey through high quality training.  
Pupils to come to school prepared to learn and open to making mistakes.  
Well behaved and polite children.

### OUR COMMUNITY EXPECT:

Our pupils and staff to be responsible citizens who respect the local environment.  
Our pupils and staff to respect, value and participate in their local community.  
Our Governors to challenge, monitor and evaluate the work of the school.

#### OUTCOMES

- 90% of children reaching expected standard at the end of Key Stage 2 in 2017 in Reading, Writing and Maths
- Closing the gap for disadvantaged pupils so that they are level with all pupils in Reading, Writing and Maths at the end of Key Stage 2
- 90%+ pupils achieving Phonics Threshold
- At least 90% of pupils meeting GLD

#### LEARNING AND TEACHING

- Growth mindset
- New curriculum
- Teaching measured over time as good or better
- Review homework policy and expectations based on parent questionnaire results
- To provide better information on progress of pupils to all stakeholders
- To make better use of LSA's within classrooms

#### PERSONAL DEVELOPMENT & WELFARE

- Ensure at least 98% attendance
- To use the school council to develop pupil voice
- To maintain Healthy Schools status and support the introduction of a new SRE framework
- To explore the 'Thrive' programme with Philip Morant School

#### LEADERSHIP & MANAGEMENT

- To ensure the Governing Body continues to challenge the school and asks challenging questions
- To provide opportunities for Middle Leaders to gain professional qualifications to support the school
- To read widely and use research to inform teaching practice
- To ensure staff morale is high

Action	Impact	Cost	Monitoring	Date	Led By
Teachers to differentiate effectively in lessons. Teachers precision teach higher achievers or those who are just at/below the expected level in Reading, Writing and Maths at least twice a week.	Accelerated progress. Decrease in the need for 1:1 tutoring in Year 6. Raised attainment and better outcomes. Better self esteem and confidence levels. Measured through pupil progress meetings and Target Tracker data.	£1100 - consultant costs	HT/DHT	July 2017	SLT
Training for HLTAs and LSAs in class management, guided reading, questioning and general Maths and English skills and EYFS.	Confident support staff in managing classes and leading activities. Improved pupil outcomes.	£1500 - consultant costs and extra hours	SLT	Dec 2017	SLT
To implement 10 week assessment periods and pupil progress meetings.	To support earlier diagnoses of low and slow achieving pupils. To regularly monitor teaching and learning across the school. Better progress for all groups of children.	£1000 for TT software £500 for cover	SLT/Curriculum Committee	July 2017	DHT
To encourage further parental engagement in pupils' learning through tapestry.	Children meet the Good Level of Development target and parents have a better understanding of their child's learning.	£120 for software	HT/DHT	Oct 2017	SMR

Review October 2017/January 2018:

- Lesson Observations in October focus on differentiation and improving this across year groups
- Training for staff has taken place in September on Maths and English. Further training taking place in Spring Term
- Assessment period timetable has been implemented
- Tapestry has been launched with parents and a parental engagement session took place in September. Feedback at the Parents' Forum on Tapestry was excellent.
- 1:1 tutoring is still taking place in year 6 as a majority. This is because there has been a reduction in the 1:1 budget.
- Differentiation aspect of SDP has not been as effective as planned. Move this in to next years plan and have a discussion with all staff about minimum requirements of learning with all staff.