

All Saints CE Fed School Development Priorities 2018-19
Generated after whole-staff data analysis and school priority CPD September 2018

PRIORITY 1: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT (DB/Govs)

- 1.1** To establish clear lines of accountability within the leadership team
- 1.2** To make sure there are clear links from SDP key priorities to staff CPD - staff to have ownership of their class and wider school data as appropriate
- 1.3** Ensure clear communication of federation's vision, values, priorities, roles and responsibilities

PRIORITY 2: QUALITY OF TEACHING, LEARNING AND ASSESSMENT (DB/LJ/JS/VT)

- 2.1** To adopt a revised assessment system (summative and formative) that clearly enables staff to know children's starting points move their learning forward rapidly
- 2.2** Clear accountability of staff for children's progress (all groups) is expected, communicated and monitored
- 2.3** To develop teaching pedagogy rapidly so that the majority of teaching is evaluated as good or better - expectations, appropriate pace and use of AfL are focus areas

PRIORITY 3: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE (ZN/RM)

- 3.1** To streamline the current behaviour policy so that a common language and a set of very clear and specific guidelines are established across the whole school. Building a system that is then able to be monitored for consistency and effectiveness.
- 3.2** Ensure all staff take responsibility for agreeing and promoting the revised set of expectations and ethos at all times. Creating a culture of unity as a whole school including the wider school community. Ensuring a renewed sense of positivity, team spirit and belonging is created.
- 3.3** To review the systems and structures around pupil and family support-including safeguarding ensuring it is fit for purpose. Design and develop a dedicated team that is able to service the needs of all vulnerable learners, and support good progress for all children

PRIORITY 4: OUTCOMES FOR CHILDREN AND LEARNERS (DB/SLT/Ebor partners)

- 4.1** To reverse the general decline in attainment data evident over the previous three years at the end of each key stage
- 4.2** To ensure children make good progress in the shorter term (daily, weekly, termly)
- 4.3** To close attainment gaps between identified groups (SEN/rest and Disadvantaged/rest)

PRIORITY 5: EYFS (CS/ZN)

- 5.1** To develop an Early Years overview and planning document to ensure strong leadership drives good progress from baselines
- 5.2** To make sure adult intervention/facilitation is both responsive to children's needs and planned from accurate assessments/observation
- 5.3** To use outdoor provision to its full potential to develop all children's learning in a rich environment

PRIORITY 5: (SIAMS) (ZN)

- 6.1** To be addressed later in the term by DB/ZN