

School Improvement Planning
AN OVERVIEW OF SCHOOL DEVELOPMENT PLANS FOR YEARS 2018-19
Copy to all governors and staff - displayed on all classroom notice boards.

1. Leadership & Management	2. Quality of Teaching	3. Behaviour, Safety & Welfare	4. Outcomes for children	5. EYFS
<p>Focused Priorities</p> <ul style="list-style-type: none"> a) To embed leadership at all level in order that effective monitoring leads to consistent approaches in Teaching, Learning and Assessment. b) Review specific systems (e.g. Recording of Pupil Progress Meetings, Otrack, Performance Management) to ensure that they are fit for purpose and impact on outcomes. <p>Supporting Priorities</p> <ul style="list-style-type: none"> ✓ Leading the school through a successful OFSTED ✓ Ensure Safeguarding remains highly effective with all stakeholders aware that it could happen here. ✓ Develop Mission Possible curriculum to promote challenge and to build resilience. ✓ Ensure continued effective use of the Sports Premium and Pupil Premium. ✓ Ensure British Values are at the heart of the schools work. ✓ Continue to ensure that the Governing Body have a deep, accurate understanding of the school effectiveness ✓ 	<p>Focused Priorities</p> <ul style="list-style-type: none"> a) Embed learning culture of children the right kids being taught the right kids, the right time, the right way. b) Further embed quality assessment for learning to ensure it informs high quality inclusive teaching in ALL subjects <p>Supporting Priority</p> <ul style="list-style-type: none"> ✓ All staff to embrace the notion of Mission Possible curriculum. ✓ All staff to model accurate and high expectations for presentation, spelling, grammar etc ✓ Ensure consistent approach to home learning. ✓ Provide increased opportunities for parent workshops. ✓ To develop accuracy in spelling across the whole school. Support children with the spelling rules and ensure skills are transferred into their independent writing across the curriculum. ✓ Increase planned opportunities for cultural and diverse learning experiences. 	<p>Focused Priorities</p> <ul style="list-style-type: none"> a) Ensure the culture, ethos and environment of the Federation influences the health and wellbeing of pupils and their readiness to learn. <p>Supporting Priority</p> <ul style="list-style-type: none"> ✓ Achieve attendance target. ✓ Children understand how to keep themselves and others safe in the real and on-line world. ✓ Continue to engage parents on ESafety agenda, including the use of mobile technologies. ✓ Continue to improve dining hall experience for all pupils. 	<p>Focused Priorities</p> <ul style="list-style-type: none"> a) Ensure that the percentage of children attaining ARE and GDS is aligned or above national averages in Reading, Writing and Maths and the combined measure (School target of 85% ARE with GDS at 30%). b) Ensure attainment and progress of identifies groups (gender/boys, disadvantaged, SEN) match or is improving towards that of others at the same starting point. <p>Reading Priorities</p> <ul style="list-style-type: none"> ✓ Ensure Continuous provision in KS1 promotes reading outcomes. ✓ Sustain/ improve Phonic outcomes from 2018 - 86% achieved. ✓ 100% pass phonic screen in Year 2. ✓ Improve whole school percentage for ARE (84% ARE 2018). ✓ Enhance library provision. <p>Writing Priorities</p> <ul style="list-style-type: none"> ✓ Ensure Continuous provision in KS1 promotes writing outcomes. ✓ Improve whole school percentage for ARE (72% ARE 2018 improved by 7% from July 17). ✓ Further promote engagement of Boys in Writing. ✓ Target 30% of each cohort to achieve GDS. <p>Maths Priorities:</p> <ul style="list-style-type: none"> ✓ Ensure Continuous provision in KS1 promotes Maths outcomes. ✓ Improve whole school percentage for ARE (80% ARE 2018). ✓ Ensure attainment across the school in Maths improves further with the engagement of phase specific CPD (times tables) and participation in SSIF. 	<p>Focus priorities</p> <ul style="list-style-type: none"> a) Ensure the percentage of children achieving GLD is 85% or above b) Further develop the role of the adult c) Establish principles of continuous provision from EYFS to Year 2 to ensure that the environment remains 'reassuringly familiar to excitingly different.' d) Ensure the gap between boys and girls EYFS writing outcomes narrow (currently 20.8% - July 2018). <p>Supporting Priority</p> <ul style="list-style-type: none"> ✓ Further develop speech and language as talk as a precursor to writing (working with all stakeholders to promote talk to promote writing)

