



School Development Plan

2017-2018

Celebrating Achievement and Success for all

GOALS - What will we achieve?**1. EYFS (Stacey)**

- 75% pupils make a Good Level of Development (69% 2017, 54% 2016) – The literacy strand needs to be at 75%
- Pupils make progress as evidenced in Learning Journeys – Targets to be set after baseline data in week 4.
- Continuous Provision enables pupils to build on skills, knowledge and experiences

2. Phonics Screening

- 80% Y1 pupils pass the Phonics Screening
- 69% Y2 pupils (retakes) pass the Phonics Screening

3. KS1

- Y2: R; 77% (58), W; 67% (62), M; 75%(62) and Combined (56); (set at FFT 50) - tbc after PMs
- Y1: R; 70%, W; 70%; M; 88%; and Combined; 75% FFT no data! –provisional awaiting FFT – based on EYFS %

4. KS2

- Y6: R; 64% W; 68% M; 66% and Combined; 51% -Progress is above national average (FFT 50=51%)
- Y5: R; 61%; W; 68% M; 64% and Combined; 55% (FFT 50=46%)
- Y4: R; 57%, W; 68%, M; 62% and Combined; 53% (FFT=42%)
- Y3: R; 65%, W; 45%, M; 58% and Combined; - tbc as currently FFT no data

5. PPG

- Pupils in receipt of PPG make at least the same progress as their counterparts and the attainment gap is diminished

6. EAL

- EAL pupils make at least the same progress as their counterparts and the attainment gap is diminished

7. SEND

- SEND pupils make progress in line with their SAPS. Mainstream SEND make the same progress as their counterparts and the attainment gap is reduced

GOALS - What will we achieve?**1. More lessons will be high performing as evidenced by:**

- Resilient, engaged and motivated pupils who enjoy learning
- Clearly matched objectives and success criteria
- Clear differentiation for all abilities
- High quality questioning and pupil contribution
- Well established routines for positive learning
- Clear evidence of progress, as seen in the lesson and in books
- Clear evidence of feedback which moves learning on

2. Assessment procedures across the school are rigorous and inform next steps for teaching and learning

- Teachers have a clear understanding of where the pupils are in their class as well as the next steps
- There is a robust system in place for assessing skills and understanding in Science, Humanities and The Arts

3. Pupils learning in Maths is further enhanced consistently by the use of a Mastery Approach

- Pupils are secure in their understanding and recall of basic skills (number bonds and times tables)
- Teacher's subject knowledge allows them to plan lessons which build on pupil's understanding of concepts
- Gaps in learning are identified and plugged through skilful use of interventions led by class teachers
- Homework allows the practice of core skills, which are then applied efficiently in maths lessons

4. Pupils develop an understanding of spelling and grammar rules, which they then apply to their writing

- A scheme of work is in place that ensures pupils are taught all the rules across the relevant
- Homework provides pupils with the opportunity to practice these
- Extended pieces of writing show the application of these rules
- Teachers encourage pupils to correct the mis-spelling of common words

5. Pupils develop the necessary skills to enable them to comprehend a text they have read

- Whole guided reading practices teach the skills necessary for inference and deduction
- Reading results increase (as evidenced by the SATS and PIRA tests)

6. Develop and embed a relevant plan for the teaching and learning of RE and PSHE(Personal, Social, Health and Emotional), across the school**7. Pupils are excited by a curriculum, which has progression across the school and enables them to apply the skills they learn in Maths and English to wider areas.**

- Two Year Plan shows a progression in skills and knowledge, as well as identifies how these will be assessed
- Cross Curricular Weeks will be embedded and led by newly appointed curriculum leads
- Assessment of non-core subject skills and knowledge will be robust and enable pupils to develop their skills and knowledge further.

GOALS –what will we achieve?**1. Pupils will be proud to belong to their House through:**

- Development of Termly House Events
- Development of House Head and House Captains

2. More pupils will strive to become Ambassadors of Speenhamland

- Introduce further levels of award
- Increase the amount of Achievement, Progress and Sportsmanship Bars

3. Behaviour for Learning will improve further through

- greater use of rewards and incentives for learning
- embed the behaviour tracking system to ensure pupils are targeted with interventions to support behaviour

4. Pupils emotional well being is supported by targeted pastoral interventions that have measurable impact e.g. ELSA**5. Cross Curricular weeks are embedded and developed to motivate pupils and staff****6. Attendance** (*Whole school target of 97%*)**7. Pupil Voice will be further developed through**

- increased opportunities for pupil voice across the school.
- student voice newsletter further developed
- increased opportunities for student involvement e.g. Yr 6 homework club, reading buddies
- pupil development of vision statement

8. Provision for gifted and talented pupils will increase through

- developing a clear systems to identify pupils
- development of more opportunities for G and T pupils

GOALS - What will we achieve?

1. Develop the role of subject leaders to:

- Monitor teaching and learning within their subject (lesson observations and book scrutinies)
- Identify next steps for their subject

2. Develop an approach to CPD, which is driven by individual staff

- Recognising their strengths and weaknesses and developing their own performance plan.
- Use the principles of coaching to develop self and others.
- Staff regularly self-assess and actively manage their own performance management.

3. Develop teams to be reflective and improve their own practice, based upon on-going monitoring and evaluation

- Using meeting time and PPA time to share and continually develop best practice.
- Staff work collaboratively to develop and strengthen practice within teams and across the school.