



## **Appendix 2: SCHOOL DEVELOPMENT PLAN PRIORITIES FOR ACADEMIC YEAR 2018/19**

### **Framework area: Effectiveness of Early Years Provision**

- To achieve a cohort level of GLD in line with national average (approx. 74%)
- Have a focus on developing a communication and language rich environment and planning provision.
- Focus on achievement of more able pupils
- Work with inclusion team to provide appropriate support for SEN identified pupils
- To ensure there is consistency across the Reception classes / between nursery teachers and progression in the transition from Nursery to Reception.
- To make sure TAs develop ability to question effectively to help children articulate their own learning
- Helping new teachers familiarise themselves with the Development Matters outcomes.
- In response to 2018 data - to increase the number of learning opportunities relating to The World and Writing areas of learning

### **Framework Area: Effectiveness of Leadership & Management**

- To understand and use the ASP (Analysing School Performance) data effectively
- To develop middle and senior leaders – within school and through NPQ within the MAT
- Develop our Professional Development partnership with Kingston University
- For 80% of teachers to be working within the mastery standards of teaching & assessing IPC
- To make wider connections at different levels within the SDBE MAT
- Support NQTs effectively so that standards within KS2 are maintained and improved
- Support effective teaching and learning of core skills to assist raised achievement of more able pupils
- For Governors to be working effectively with their linked subject leaders and able to articulate priorities
- To ensure smooth transition with Chair of Governor role
- To embed the amended feedback policy.

### **Framework Area: Outcomes for Pupils**

- For provision mapping to be effectively used so that support is better targeted, monitored and evaluated (Edukey)
- Improve and develop capacity for supporting pupils with additional needs
- Standards (GLD percentage) to be maintained in EYFS
- Year 3 discrepancy with ARE gap to narrow by the end of the year (70% at expected standard)
- To raise attainment average of more able pupils in all aspects of writing and maths at end of KS1.
- Develop mastery in reading, writing and maths
- Develop consistent and accurate assessment in mathematics
- Increase amount of scientific enquiry to further knowledge, skills and understanding
- Engage in British Science Week (March 2019)

### **Framework area: Overall Effectiveness**

- For standards of spelling to be improved in independent writing in all year groups (editing)
- To further develop partnerships with our parish church and other church schools within the MAT
- Improve the trend of pupils making expected progress within writing across the school
- Induct teachers new to the school successfully in our approaches to teaching & learning

### **Framework Area: Personal Development, Behaviour & Welfare**

- To identify pupils to officially act as ambassadors at whole school events and for visitors
- To raise awareness of current issues with e-safety
- To evaluate the effectiveness of the new Looked After Child Policy
- To embed new PSHCE scheme which has explicit links with IPC personal goals
- In the absence of the school's SENDCo, maintain positive and effective relationships with all support services involving vulnerable pupils and families