



School Development Plan

2019 - 2020

The number of pupils facing barriers to learning or are known to Social Services continues to increase. This obviously impacts upon educational aspiration and attainment. In particular the Year 4 and Year 6 cohort have the highest proportion of vulnerable children in school. The complex and diverse needs of the children working in Years 4 and 6 has influenced the planned staffing structure for 2018 - 2019. We have therefore reduced the class sizes in these years in order to support individual children, provide group intervention and address negative attitudes to learning and gaps in attainment.

Standards achieved at the end of Key Stage 2 in May 2018 were at least in line with national standards and in some cases above. The combined Reading, Maths and Writing standard was also above the national average.

For 2018 - 2019 and beyond, the focus for school development is to continue to raise standards in Maths and Reading, so that children leave at the end of Year 6 'secondary ready' and equipped with the basic skills to meet the challenges of the next stage of their education.

Writing, however, remains a key priority across school as the standard achieved at the end of 2018, is only broadly in line with national averages.

Reduced staffing levels may restrict the range of learning opportunities afforded to all children; however, again this is an area that we will actively seek to promote.

School Improvement Focus Areas for 2019 – 2020

- Continue to monitor planning, teaching and learning in Maths in order to at least maintain standards of attainment at the end of Key Stage 2 and to increase the percentage of boys achieving greater depth and also disadvantaged pupils.
- Re-establish Reading as the core of the school's curriculum promoting skills, understanding and a love of books both fiction and non-fiction.
- Introduce reading records across school, to encourage practice at home and the consolidation of skills/understanding.
- Continue to develop the quality and range of opportunities for children's writing (also presentation of work in all subject areas) to address the significant difference in relation to boys and girls attainment at both expected standard and greater depth.
- Review and update resources across school to support effective teaching and learning in Maths and English.
- Establish rigorous monitoring of teaching and learning in Maths and English via a programmed structure of learning walks and lesson observations and the provision of honest constructive feedback to address misconceptions and establish a commonality of approach and commitment to first quality teaching.
- Regular monitoring of marking/presentation of work to ensure consistency of standards and children being provided with accurate advice as to how to improve their own work.
- Continued dialogue in relation to assessment without levels to ensure that all children make at least expected progress and that emerging gaps in attainment are identified and successfully addressed.

- Maintain consistently high standards in relation to pedagogy, classroom organisation and management/routine and expectations with regard to behaviour, which result in positive attitudes to learning and eliminate disruption/disaffection which may negatively affect pupil progress.
- All staff to be instrumental in developing the children's understanding of personal safety and how they can keep themselves safe online.
- All staff to be vigilant with regard to attendance/absence and proactive when concerns arise.
- Planning and organising first hand experiences both within and outside of school, which are catalysts for learning and which broaden pupils horizons and aspirations, which will also provide best value in relation to financial allocations/expenditure.
- Utilising time/ICT designated resources effectively to develop pupil's skills in line with demands of the primary curriculum and which are progressing and challenging rather than repetitive.
- Marketing the school/promoting it's values, aspirations and work within the immediate and wider community (via website, press, local partners etc.) in order to maintain pupil numbers and it's place and reputation within the area which it serves.
- Following evaluation and review addressing the professional development of all staff in line with school and national expectations and ensuring that succession is at the heart of future improvement and raising of standards in all subject areas.