

# School Development Plan May 2016-May 2018

## Summary version for Parents



### **PRIORITIES**

#### **Priority One: Improve the effectiveness of leadership and management by ensuring that:**

- A. Checks are completed routinely to make sure that statutory documents and procedures are kept up to date
- B. Governors have a clearer understanding of how the school's performance compares to that of other schools so that they can support and challenge leaders more effectively
- C. Action plans are more sharply focused on weaker areas and that progress made towards targets can be checked more easily

#### **Priority Two: Improve outcomes for all pupils, especially in mathematics, by ensuring that:**

- A. All teachers consistently follow the agreed marking policy of the school so that pupils have more opportunities to reflect on their learning
- B. The tasks set for pupils match their abilities more closely
- C. Pupils have more opportunities to apply their learning of basic skills in independent work

#### **Priority Three:**

- A. An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved

**FOUR SUCCESS CRITERIA MILESTONES ARE IN PLACE. THESE HAVE BEEN DEVELOPED WITH THE LOCAL AUTHORITY AND ARE MONITORED HALF TERMLY. ALL PRIORITIES HAVE RELATED ACTIONS, MONITORING AND EVALUATION OF IMPACT WHICH ARE INCLUDED IN THE FULL VERSION OF THIS PLAN.**

**TIMESCALES FOR IMPACT:**

**PHASE ONE: JAN 2017**

PRIORITY ONE: All statutory requirements are met. New School Development Plans and Action Plans in place and monitored. New systems to communicate school performance are in place. Pupils on track to meet expectation for July. Governors are carrying out monitoring of school priorities.

PRIORITY TWO: New Marking & Feedback Policy in place which is consistently followed. Grammar and punctuation skills evidenced in writing. English & Maths leaders have clear action plans based on monitoring. Joint moderation carried out with other schools. Appropriate interventions in place for identified pupils. Pupils developing reasoning skills. At least 60% of pupils at expected standards in all year groups for Reading, Writing and Maths.

PRIORITY THREE: External review carried out and action plan in place. Governors are working on school priorities and reviewing their effectiveness. Governors have a greater understanding of school performance and provide appropriate challenge to school leaders. Governors are accessing training to support them in their roles.

**PHASE TWO: JULY 2017**

PRIORITY ONE: SLT & Governing Body are regularly carrying monitoring the school priorities. Continued support and training in place to support Governors to achieve school priorities. SLT review the impact of the Development Plan and develop new targets & priorities for 2017-2018. Attainment data for all year groups meets national averages. Clear evidence of narrowing of the gap between the school and national figures.

PRIORITY TWO: Attainment and progress in all year groups, for all groups is good. All pupils make at least expected progress and disadvantaged pupils make accelerated progress. Differences in attainment between groups are reduced to the national difference. Joint policies are in place with the Infant school. At least 65% pupils reach expected standard in reading, writing & maths.

PRIORITY THREE: Governors have a good understanding of school data and performance. Records show that Governors are focused on reviewing the priorities in the SDP and hold leaders to account. Governors continue to access training to support them in their roles. Review of the Governor Action Plan shows priorities have been addressed.

**PHASE THREE: JAN 2018**

PRIORITY ONE: Leaders and governors promote improvement effectively. Actions secure improvement in progress for disadvantaged pupils. Leaders & Governors have an accurate and comprehensive understanding of the quality of education at the school which helps them to plan, monitor and refine actions for improvement.

PRIORITY TWO: English & Maths leaders confidently analyse the performance of their subjects and share information with all staff. Teaching staff confidently complete their own analysis of pupil performance, identifying pupils where additional support is needed. This impacts on pupil progress. Policies are consistently embedded. Pupils are consistently making strong progress considering their starting points and are achieving above national figures. Progress of disadvantaged pupils and those with SEN is above average or improving across most subject areas.

PRIORITY THREE: Governors have an accurate and comprehensive understanding of the quality of education at the school. They plan, monitor and refine actions to improve all aspects. They are given high quality, accurate information that is concise and focused. Governors hold senior leaders stringently to account to ensure good or improving outcomes for all pupils.

#### **PHASE FOUR: MAY 2018**

**PRIORITY ONE:** There is substantial improvement in outcomes for pupils. Governors systematically challenge senior leaders. Leaders and Governors have a deep, accurate understanding of the school's effectiveness informed by the views of all. They use this to keep improving by focusing on the impact of actions. Governors talk confidently about their knowledge of the school's performance and understand how it compares to other schools. Pupils attainment data is higher than national averages.

**PRIORITY TWO:** Pupils in all year groups are making substantial and sustained progress. The attainment of almost all groups is in line with national averages. The progress of disadvantaged and SEN pupils matches or is improving towards that of other pupils with the same starting points. Attainment and progress in Maths shows significant improvement across all year groups. At least 75% of pupils are achieving the expected standards in all year groups.

**PRIORITY THREE:** Leaders and Governors focus on consistently improving the outcomes for all pupils, but especially disadvantaged pupils. They are uncompromising in their ambition. Governors do not shy away from challenging leaders and are systematically monitoring school targets. Governors consistently ask for more information, explanation or clarification making a strong contribution to robust planning. Time is used efficiently by governors and committees use governors expertise to best effect. The governing body constantly reflects on its own effectiveness and readily makes changes to improve. There is clear evidence of impact of the governing body on improvements to the school.