

Overview of Key Priorities of School Development Plan 2016 - 2017

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
Leadership and management	The pursuit of excellence to successfully drive the highest levels of achievement and personal development for all pupils over a sustained period of time.	<ul style="list-style-type: none"> • Subject leaders (including new to post) are confident at leading their own subject, evaluating and embedding areas for development. • All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new to post. • A broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart. 	<ul style="list-style-type: none"> • 100% of teaching to be good or better • 50% of teaching to be outstanding. • Regular Evidence Trails celebrate strengths and indicate next steps for staff. • 1 NQT qualified meeting expectations. • 1 RQT is confident in subject coordinators role and has undertaken further bespoke training.

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Quality of Teaching, Learning and Assessment.	To enable the quality of teaching to be judged outstanding by all pupils making rapid progress in their learning.	<ul style="list-style-type: none"> • Teachers systematically and effectively check pupils' understanding throughout lessons and through constructive feedback and high quality 'in class intervention' they may intervene providing notable impact on the quality of learning as evidenced in observations. • All teaching is judged to be good or better with much outstanding. • Teachers plan lessons very effectively and the content is progressive and demands more of pupils. • All teachers meet the teachers' standards and receive incremental pay awards. • Pupil conversations demonstrate that the level of engagement and enjoyment is high. 	<ul style="list-style-type: none"> • Performance Management - all staff on track to meet targets. • 100% of teaching good or better. • 50% of teaching is outstanding. • Pupil engagement is high as lesson observations, talks with children and drop in sessions confirm this. • Scrutiny of lesson planning exemplifies progressive pitch and expectations. • Marking and feedback is consistently good with the vast majority being outstanding. • Children are seen to make rapid progress from their starting points.

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<p>Personal Development, Behaviour and Welfare.</p>	<p>To enable pupils to behave impeccably at all times.</p>	<ul style="list-style-type: none"> • Parents, staff and pupils are positive about both behaviour and safety. Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. • Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct and manners. • Pupils have a good awareness of different forms of bullying. There are very few instances of bullying and these are dealt with effectively by the school. • Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals with behavioural needs. 	<ul style="list-style-type: none"> • The vast majority of parents (95%+) feel that school keeps their child safe (questionnaire) • Talks with children throughout all Key Stages indicate they feel safe and understand the systems in place to help them should they need. • Children are articulate about forms of bullying, know why it is wrong and know what to do about it. • Evidence trail supports children with behavioural needs are well supported and incidents remain low.

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<p>Outcomes for Pupils</p>	<p>To ensure achievement remains good or better with pupils making rapid progress across year groups and Key Stages.</p>	<ul style="list-style-type: none"> • KS1 attainment remains above local and national averages. 2016 data. • EYFS GLD remains at or above national figures • KS2 attainment rises in reading and maths to above national in 2017 • KS2 progress shows a rise in +ve value progress for 2017 • Phonics screen year 2 remains at 100% pass rate • KS1 SPAG (results not collated 2016) are above national averages • 85% of children are at ARE across the school with an average progress of 1 step per term. 	<ul style="list-style-type: none"> • Progress measure for Reading and Maths (KS2) to be positive indicating good or better progress. (2016 reading 0.3 & maths -1.7) reading at 3.0) • End of term tests (Y6) to measure attainment and progress under new measures. 2016 paper • Phonics continues to be carefully tracked and phases mapped. • SPAG results – KS1 & KS2 are in line with national figures (KS1 not available 2016)

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<p>Effectiveness of Early Years</p>	<p>To ensure children in Early Years are 'school ready'.</p>	<ul style="list-style-type: none"> • GLD is again above National GLD • A close focus on lower attaining reading and writing children upon entry 	<p>Lower the percentage of children at emerging for reading and writing in EYFS. Reading 25.0% at emerging and writing 31.3%</p>