

## School Development Plan Summary 2017-2018

To ensure children in Early Years are 'school ready'.

- School **GLD** is above 80%
- The gap between boys and girls is negligible.
- ELG attainment in **Writing, Reading and PSED is above 80%**

The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.

- The gap is closing between the attainment and progress of Disadvantaged pupils and National other pupils.
- Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports.
- The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart.
- Safeguarding is highly effective.
- The school's work is underpinned by its Christian distinctiveness which permeates actions, thoughts and words of school leaders and staff.

To enable pupils to behave impeccably at all times, especially at unstructured time.

- Pupils value their education and absence rates reduce across the whole school.
- Pupils can explain accurately and confidently how to keep themselves healthy and safe.
- Parents, staff and pupils are positive about behaviour and safety.
- Reduced number of lunchtime incidents as school strategies support pupils ability to self-discipline.
- Pupils are equipped to be thoughtful, caring and active citizens in school and in wider society.
- Pupils are safe online and digital leaders have a positive influence on pupils and parents in understanding how to be responsible digital citizens.

Keep the child at the centre of all decision making.

Better link our cycles of monitoring, reviewing and planning to maximise and increase the pace and effectiveness of improvement.



Increase leadership capacity by home-growing and nurturing talent.

Outward looking, aware of local, national and global opportunities.

To ensure 'outcomes' remain good, aiming for outstanding by pupils making substantial and sustained progress.

- The % of pupils overall, including boys, PP children and SEN children rises in Writing and the gap between attainment in Reading and Maths compared with Writing is diminishing.
- The % of pupils attaining the **phonic standard** in Year 1 and the re-test in Year 2 continues to be maintained.
- The gap between the attainment of pupils in Writing at EYFS and KS1 widens positively when compared with National.
- Increase the % of pupils reaching national expectations in R,W and M (EYFS, Y1-4)
- 85% of pupils make expected progress and 30% make greater than expected progress across all year groups.

To ensure all teaching and learning is Good and increase Outstanding practice. All teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.

- Teachers plan lessons very effectively and the content is progressive and demands more of pupils.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.
- Teachers embed Reading, Writing, Science and Computing across the curriculum.
- Full use of the school grounds is made to ensure that all children are motivated and Dyslexia friendly learning styles are planned for.
- Lessons are active and Active Maths and Active Literacy is developed within the teaching sequence.