



St Peter at Gowts Church of England Primary School School Development Plan 2019/20

<u>Priority 1</u>	<u>Quality of Education</u>	<u>Relevant Action Planning/Docs</u>
<u>Intent</u>	<ol style="list-style-type: none"> Curriculum design- To construct a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life Key Issues - To be responsive to any identified gaps in curriculum design <ul style="list-style-type: none"> Spelling and Grammar - To develop a cohesive programme of skills for SPAG across the school Writing - To continue a focus on writing through the Talk for Writing approach, ensure children develop their age-appropriate skills, including at greater depth To ensure relentless focus on reading for all, especially SEN and lowest 20% readers 	Curriculum Subject action plans Enrichment timetable
<u>Implementation</u>	<ol style="list-style-type: none"> CPD development – To develop coaching, mentoring, peer observation, team planning and teaching of the core and non-core to ensure teachers’ subject knowledge across core and non-core is high AFL and Feedback – To develop AFL within lessons, live marking and instant feedback to ensure effective teaching, learning surgeries and pre-teaching to meet the needs of all learners Reading - Reading is our main priority! Pupils read widely and often, with fluency and comprehension appropriate to their age. Books and resources are high quality, encouraging a thirst for reading across the curriculum. 	Subject action plans AFL action plan Reading action plan CPD overview
<u>Impact</u>	<ol style="list-style-type: none"> Skills Progression – To develop pupils’ detailed knowledge and skills across the core and non-core subjects Standards – To ensure pupils (including PP and SEN) perform well compared to National expectations in EYFS, phonics screening, maths, reading, writing and SPAG attainment and progress in KS1 and 2. Books- To ensure pupils’ work across the curriculum is of a high quality in all subjects 	Subject action plans SEN action plan Monitoring timetable and feedback
<u>Priority 2</u>	<u>Behaviour and Attitudes</u>	
	<ol style="list-style-type: none"> Reward and Sanctions –To review current systems and expectations for pupils’ behaviour and conduct. Dojos, Gold Cards, certificates and rewards encourage pupils to strive to be the best they can be with values at the heart of everything. Learning Behaviours – To develop consistency across learning behaviours so that pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt. Bullying, harassment and violence are never tolerated. Behaviour at unstructured times – To review lunch and breaktime procedures to ensure positive rewards, consistency and effective conflict resolution, including peer mediation and conflict resolution 	Behaviour action plan SIAMs action plan SEN action plan Attendance action plan

	<ol style="list-style-type: none"> 4. Courageous advocacy To ensure pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. 5. Attendance – To monitor attendance rigorously to ensure data for all groups is above national, (above national), they are punctual and PAs continue to fall. 6. Inclusion - To reduce the number of fixed term exclusions through swift SEN identification, support and agency engagement to ensure happy and settled learners 	
Priority 3	Personal Development	
	<ol style="list-style-type: none"> 1. SMSC - To develop SMSC across the curriculum, including Collective Worship policy and procedure 2. Beastly Brilliance - To develop Beastly Brilliance to ensure the school's effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character. 3. Wellbeing - To develop high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. 4. PSHE -To develop policy and procedure within PSHE developing the use of the PSHE Association resources and planning to ensure the school promotes equality of opportunity and diversity effectively. 5. Values Education - To achieve the Advanced Values Mark, ensuring the way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. 	SIAMs action plan Behaviour action plan Values action plan PSHE action plan
Priority 4	Leadership and Management	
	<ol style="list-style-type: none"> 1. Vision - To articulate and champion our clear and ambitious vision for providing high quality education through strong, shared values, policies and practice. 2. Leadership Development - To develop the new leadership structure across school to ensure that staff are fully supported and CPD needs are identified quickly to develop effective teaching and learning in every subject and key stage. Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. 3. Mental Wellbeing - To promote positive mental health within the school community. To continue reducing unnecessary workload and develop working practices that maximise efficiency and 'make the boat go faster'. 4. Governance – To ensure those responsible for governance understand their role and carry this out effectively. Governors will ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education, health and safety and safeguarding 5. Safeguarding – To monitor safeguarding procedures and consider protocols to ensure the school utilises the most effective methods of identification and communication regarding safeguarding. Early help to be used effectively to identify vulnerable families. 	CPD overview Governor Action plan Mental wellbeing Policy SEND action plan Pupil Premium strategy

	6. Pupil Premium and SEND –To improve outcomes for PP and SEN children. Leaders and governors will focus on consistently improving outcomes for all pupils, especially for disadvantaged pupils, being uncompromising in their ambition. The school’s actions will secure substantial improvement in progress for disadvantaged pupils in Maths and English.	
Priority 5	Development of the Christian Character of the School	
	<ol style="list-style-type: none"> 1. Vision and Leadership – To develop church school leadership across the school and raise the profile of the SIAMS framework for staff, children, governors and parents 2. Wisdom, Knowledge and Skills – To develop SMSC across the curriculum 3. Character Development - Hope, Aspiration and Courageous Advocacy - To develop Values based initiatives and teaching through the school in order to meet the requirements to continue being a ‘Values Based School’, continuing being a beacon school for Values Education. To develop a more cohesive approach to charity and community work to encourage Courageous Advocacy 4. Community and Living Well Together – To develop mental wellbeing in both staff and children 5. Dignity and Respect – To develop policy and practice to ensure dignity and respect for all, reviewing RSE education and all elements of PSHE 6. Collective Worship - To develop the Impact of Collective Worship across the school 7. RE teaching – To improve the consistency and delivery of RE, embedding the use of UC and ensuring the same depth and quality of teaching is present when teaching other religions, especially Islam. 	RE Action Plan SIAMS SEF SIAMS action plan
Priority 6	Effectiveness of the EYFS	
Intent	<ol style="list-style-type: none"> 1. Curriculum – To adopt or construct a curriculum that is ambitious, coherently planned and sequenced and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. 2. Phonics, Literacy and Language - To ensure that the school’s approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. 3. SEN and EYPP – To ensure that the school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, with the curriculum being ambitious and to meet their needs. 	EYFS policy EYFS Action Plan
Implementation	<ol style="list-style-type: none"> 1. CPD – To develop a system whereby staff become increasingly knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff become experts in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. 	EYFS policy EYFS Action Plan

	<ol style="list-style-type: none"> 2. Environment – To create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children’s needs and promote learning. 3. Values Curriculum- To develop a curriculum whereby all practices promote and support children’s emotional security and development of their character. Leaders and staff have the capacity to be particularly attentive to the youngest children’s needs. 4. PSED To ensure clear messages are given to children about why it is important to eat, drink, rest, exercise and be kind to each other. 5. Parental Engagement- To provide increased for parents about their children’s progress, in line with the requirements of the EYFS To provide information to parents about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read. 	
<p>Impact</p>	<ol style="list-style-type: none"> 1. Data Summary - By the end of Reception, we will have ensured that the children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children will achieve the early learning goals, particularly in mathematics and literacy (70% GLD) 2. SEND and PP To ensure the children demonstrate high standards of behaviour and attitudes through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds do well compared to non-disadvantaged. Children with SEND and PP will achieve the best possible outcomes. 3. Learning Behaviours – Through the development of an enabling environment, children will develop positive attitudes to learning through high levels of curiosity, concentration and enjoyment. Children will develop their resilience to setbacks and take pride in their achievements through highly positive rewards and high expectations of learning behaviours. 	<p>EYFS policy EYFS Action Plan</p>