

Leckhampton C of E Primary School

Overview of Key Priorities of School Development Plan 2018 – 2019

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
<p>Effectiveness of Leadership & Management</p>	<p>To distribute leadership opportunities across the school community to enhance a culture where all can excel and feel valued.</p>	<ol style="list-style-type: none"> 1. The school’s self-evaluation is accurate supported by a strong evidence base which validates judgements made. 2. The schools Challenge Partner Review validates the leadership team’s analysis of the school’s strengths and weaknesses. 3. Middle Leaders are confident and feel supported in making decisions on what they know will make improvements in the teaching, learning and assessment across their key stage. All staff use Middle Leaders as their first port of call for guidance, support and advice relating to their key stage. 4. Staff have developed the leadership skills required to take ownership of initiatives which move the school forward. Leadership at all levels is highly effective and leads to a greater sense of individual accountability and value. 5. The parent body have a greater voice in supporting school development priorities and communication of key school improvements is improved. 	<ol style="list-style-type: none"> 1. To utilise the Perspective system to maximise the leadership team’s involvement in reviewing the SEF and supporting evidence. 2. To participate in the Challenge Partner Programme to review and evaluate whole school effectiveness and impact. To further explore the opportunity to become a hub school for the Challenge Partner Programme. 3. Further develop the Middle Leaders autonomy, enabling them to manage day to day teaching, learning and assessment related matters. 4. To establish a team of project leaders who will drive forward whole school improvement priorities. 5. To establish a team of parent ambassadors who work in partnership with the leadership team to support in facilitating

		<p>6. Review ways, and take action based on the findings, in which the excellent vision-based practice in the school can be shared with other Church of England schools both within and beyond the diocese.</p> <p>Enable pupil worship leaders to have greater independence to explore ways in which they can enhance worship in the school.</p>	<p>change in line with SDP priorities.</p> <p>To work in partnership with parent ambassadors to share the successes and work of the school, enabling parents to feel fully involved in the life of the school.</p> <p>6. Liaise with diocese to explore ways of sharing vision – based practice with other schools locally and further afield.</p> <p>Gain feedback on worship and trial innovative opportunities for worship for all members of the school family.</p>
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<p>Quality of Teaching, Learning and Assessment</p>	<p>To establish and develop the new “Leckhampton Teaching, Learning and Assessment Model” which will lead to high quality teaching, inspiring learning opportunities and effective assessment across the whole</p>	<p>1. Continued mentoring for NQT’s, teachers in their 2nd year and new members of staff, supports staff in their journey to becoming the best teacher they can be.</p> <p>2. Outstanding teaching, learning and assessment across the school.</p> <p>3. An innovative and inspiring early years foundation stage curriculum that equips children in the next stage in their learning.</p> <p>4. Phonics provision which ensures that all children leave the EYFS and Year 1 are able to confidently access the next stage in their reading.</p> <p>5. An English and Maths curriculum which ensures clear progression and high quality outcomes for all pupils.</p> <p>6. Teachers confidently apply the mastery approach in</p>	<p>1. Further develop focussed and concise mentoring for NQT’s. Continued mentoring for teachers in their 2nd year following NQT status and for new members of staff to the school.</p> <p>2. Introduce the “Leckhampton Teaching, Learning and Assessment Model” and address key messages to ensure that all staff understand and adhere to its principles.</p> <p>3. To review and refine the EYFS curriculum so that it equips children with the skills and knowledge required to access the key stage 1</p>
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	school.	<p>whole class Mathematics lessons.</p> <ol style="list-style-type: none"> 7. Assessment KPI's are meaningful and are used effectively by teachers to plan subsequent learning. 8. All teachers accurately assess and record pupil attainment and subsequent progress. Teachers analyse data and formulate actions based on findings to improve outcomes for pupils. 	<p>Leckhampton Curriculum with confidence.</p> <ol style="list-style-type: none"> 4. To create a clear and concise phonic programme which forms a strong foundation for the development of literacy skills throughout their learning. 5. To build an innovative and ambitious Maths and English curriculum. 6. To collaborate with Glow Mathematics Hub to develop approaches to teaching for mastery. 7. To refine and develop clear and concise KPI's to support assessment across the foundation subjects. 8. To develop staff's understanding of recording and analysing levels of attainment, in line with current national expectations, to present a clearer overview of pupil attainment and progress in Reading, Writing and Mathematics.
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<p>Personal development, behaviour and welfare</p>	<p>To fulfil our responsibility towards "Valuing all God's Children" which embodies the school's commitment to celebrating the dignity and worth of each</p>	<ol style="list-style-type: none"> 1. All stakeholders celebrate the dignity and worth of each individual. 2. All staff use the school motto as a pathway for all interactions with others. 3. Behaviour is addressed with fairness and compassion. 4. There is a bespoke PSHCE curriculum, with the school's vision and values at its core, which prepares children for modern Britain and a changing world. 5. A timely pathway of support and guidance which is 	<ol style="list-style-type: none"> 1. To further develop the school's approach to "Valuing all God's Children" and ensure that all policies and practice support this vision for our Church School. 2. All stakeholder engagement has the school's motto at its heart. 3. To underpin all behaviour management strategies with the
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	individual.	clear to all stakeholders and enables all individuals to thrive.	<p>school motto.</p> <ol style="list-style-type: none"> 4. Develop a PSHCE curriculum which is built upon the school's core Christian vision and values and meets the needs of our children. 5. To develop the role of Inclusion Lead which encompasses that of SENDCO and early help lead. This will lead to a more coordinated approach for all stakeholders.
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Outcomes for pupils	To ensure that throughout each year group and across the curriculum, including in English and Mathematics, current pupils make substantial and sustained progress, developing a thirst for learning.	<ol style="list-style-type: none"> 1. All staff have a strong belief that all pupils can and will achieve. They model and scaffold learning to enable all pupils to experience success. 2. Lessons are dynamic and are adapted to meet the needs of pupils. The principles of the Leckhampton Teaching, Learning and Assessment Model" are integral in the classroom. 3. The learning environment is developed to maximise the independence and engagement. 4. Teachers accurately reflect and assess where pupils are in their learning and how this can be consolidated and built upon in subsequent learning. 5. Feedback is personalised, relevant and improves learning. 6. All pupils pass the phonics screening check in Year 1. 7. Pupils who are typical on entry in Reading, Writing and Number, convert to expected, leading to a GLD at the end of the EYFS. 8. Pupils, who attain exceeding in reading, writing and number at the end of EYFS, convert to Greater Depth Standard at the end of KS1. 	<ol style="list-style-type: none"> 1. High expectations are evident in the classroom and evaluations demonstrate where modelling and scaffolding support and challenge pupils learning. 2. A range of teaching strategies are adopted to get the very best from pupils in lessons. The Principles of the Leckhampton Teaching, Learning and Assessment Model are used to great effect across the school. 3. All staff demonstrate the commitment and enthusiasm required to bring about change to the learning environment. 4. Teachers are confident to assess using their professional judgement and have a strong evidence base on which to discuss their findings. This leads to improved outcomes for pupils across the curriculum.
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