

Overview of Key Priorities of School Development Plan 2019 – 2020

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
<p>Leadership & Management</p>	<p>To ensure that leadership and management is highly effective across the school; enhancing a culture where all can excel and feel valued.</p>	<ol style="list-style-type: none"> 1. The Senior Leadership Team facilitates/ delivers focused and highly effective professional development based on the aspects of the Teaching, Learning and Assessment Model. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. The impact will be evident in improvements in lessons and pupils work. 2. Develop a policy that has the wellbeing of staff at its heart and clearly outlines how key issues that might affect staff will be addressed, specifically in relation to workload. 3. Review the school’s aims in light of the significant changes made to the curriculum. 4. The Governing Body fulfil the outstanding requirements of the strategic plan and commence work on the plan for 2020 – 2023. 5. The school’s Challenge Partner Review validates the leadership team’s analysis of the school’s strengths and weaknesses. 6. Middle Leaders are highly effective and are able to accurately articulate their Key Stage strengths and weaknesses confident and feel supported in making decisions on what they know will make improvements in the teaching, learning and assessment across their key stage. 7. Staff have highly developed the leadership skills that enable them to take full responsibility for 	<ol style="list-style-type: none"> 1. A planned programme of continued professional development takes place across the year and focusses specifically on key aspects of the Teaching, Learning and Assessment Model. The programme is cyclical and enables colleagues to revisit aspects, further developing pedagogical and pedagogical content knowledge. Evaluations of teaching and learning demonstrate that changes are embedded and consistently applied. 2. Work on developing the “rhythm of work, rest and play” for staff will continue. Collaboration with staff identify ways in which work affects life and vice versa and actions that the school can take to support staff to find a rhythm across the year. From this work, a policy will be developed which clearly outlines and supports staff. 3. As a result of the implementation of the Leckhampton curriculum and developments in the school’s teaching and learning model, the school’s aims will accurately reflect

		<p>school development priorities and move the school forward.</p> <ol style="list-style-type: none"> 8. Leadership at all levels is highly effective and leads to a greater sense of individual accountability and value. 9. The parent body have a greater voice in supporting school development priorities and communication of key school improvements is improved. 10. (SIAMS) 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. Enable pupil worship leaders to have greater independence to explore ways in which they can enhance worship in the school. 	<p>the school's drive and ambition for its pupils.</p> <ol style="list-style-type: none"> 4. A full assessment of the school's strengths and weaknesses are identified as part of the review of the strategic plan. From the assessment, a plan is developed for 2020 – 2023 which also takes account of the expansion project. 5. To participate in the Challenge Partner Programme to review and evaluate whole school effectiveness and impact. 6. Middle leaders drive improvements in teaching, learning and assessment across their key stage. Pupils work reflects high standards and progress across all subjects for all pupil groups. 7. Project leaders take full ownership for school development priorities, utilising research and external sources to enable them to make long term, impactful changes. 8. All leaders lead by example. They embody the schools vision, values and aims and day to day interactions reflect this. Leaders ensure that the core business of the school is prioritised and ensure that there is clarity, cohesion and consistency across all classes and year groups. Staff are confident in the leadership
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			<p>team’s decisions and their views are actively sought on this.</p> <p>9. To establish a team of parent representatives who work in partnership with the leadership team to support in facilitating change in line with SDP priorities.</p> <p>To work in partnership with parent representatives to share the successes and work of the school, enabling parents to feel fully involved in the life of the school.</p> <p>10. 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 Education</p>	<p>To consistently apply the principles of the “Leckhampton Teaching, Learning and Assessment Model” through the Leckhampton Curriculum which will lead to high quality teaching, inspiring learning opportunities</p>	<ol style="list-style-type: none"> 1. The schools’ curriculum intent, implementation and impact measures are clear, articulated widely to all stakeholders and embedded securely across the school. 2. The school’s curriculum provides the children with the knowledge, skills and vocabulary in each subject area they need to be successful at each stage in their learning. 3. Cultural Capital is interwoven into the curriculum which prepares our children for modern Britain and a changing world. 	<ol style="list-style-type: none"> 1. Stakeholders are able to speak about the school’s curriculum in detail and the positive impact it is having on pupils. 2. Pupils’ work demonstrates increasing understanding and skill in subject areas. Through discussions, pupils accurately use key vocabulary introduced at each stage of their learning. 3. Our pupils further develop their understanding of communities
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	<p>and effective assessment across the whole school.</p>	<ol style="list-style-type: none"> 4. The teaching of reading is outstanding, pupils read widely and often and develop a lifelong love of reading. 5. Our ambitious curriculum is carefully scaffolded to ensure that disadvantaged pupils and pupils with SEND build skills, knowledge and vocabulary which can be recalled by pupils independently. They enjoy lessons and see their work improve over time. 6. Teachers “know stuff” and “teach stuff”. This is presented skilfully to children who are able to remember what they have been taught and are able to build on new knowledge and skills to improve their work. 7. Lesson tasks are relevant and clear. They focus specifically on the curriculum intent. 8. Pupil’s work is of a high quality. 9. The newly designed reading curriculum drives improvements to ensure that all non-SEND pupils meet at least the expected level at Key Stage 1 and 2. 10. Newly purchased phonically decodable reading books ensure that 100% of pupils attain the phonics screening checkmark. 11. Outstanding teaching and learning across the school. 12. The innovative and inspiring early year’s foundation stage curriculum is developed and embedded and provides secure foundations on which pupils can build. Pupil’s knowledge builds over time and they are able to accurately recall this with interest. Pupils are engrossed in tasks. 13. The Mathematics mastery approach is introduced in the EYFS and ensures security and confidence in understanding number and early place value. 	<p>outside their own. They are introduced to themes which challenge their thinking and understanding of the world we live in.</p> <ol style="list-style-type: none"> 4. Lesson visits demonstrate how the change in approach to the teaching of reading are impacting positively on the children’s progress and attainment across all years. 5. Disadvantaged pupils and pupils with SEND achieve well and their work improves over time. They enjoy lessons and are motivated and independent. This is evidenced through pupil work and in lessons. 6. Teachers and Teaching Partners have excellent subject knowledge and they read widely around subject areas to further develop this aspect of their work. Professional development is planned to build on subject knowledge. 7. Teachers plans link directly to the long term curriculum intent and are designed to progressively improve pupil’s knowledge, skills and vocabulary over time. 8. Pupils are able to discuss the high quality work they produce and how they have achieved this. 9. Close monitoring and evaluation of reading outcomes across the academic year enables leaders and
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Personal Development	<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 individual, enabling all individuals to thrive.</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. The PSHE curriculum supports pupils to be resilient, independent, confident and compassionate citizens and fulfils the expectations of the PSHE vision. 4. To further develop the school's offer of support and guidance to all stakeholders ensuring that needs are met at the earliest opportunity. 5. To continue to develop a range of opportunities which develop and nurture children's interests and talents. 	<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 implement the school's bespoke PSHE Curriculum which has been designed specifically to meet the needs of our pupils, with the school's vision and values at its core, which prepares children for modern Britain and a changing world.
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		6. To offer further opportunities for pupils to make tangible improvements to their school community and the community in which they live.	4. To develop a package of support for families which meets individual needs on a long term basis. 5. To ensure there is a varies and wide range of rich curricular and extra-curricular opportunities which further develop the school's offer. 6. To provide further leadership/ project opportunities for pupils across the school.
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Behaviour and Attitudes	The teaching and understanding of the school's four core Christian values of Respect, Responsibility, Perseverance and Compassion ensures that behaviour and attitudes are exceptional at all times.	<ol style="list-style-type: none"> 1. All staff have a strong belief that all pupils can and will achieve. They consistently model the school's values in their actions and words and have high expectations of all. 2. All staff consistently use the school values and rules as a framework for addressing all behaviour. 3. The school's recent Behaviour Model is consistently applied by all staff. 4. There are no incidents of low level disruption in school. 5. Leaders support staff in managing behaviour and address concerns raised by staff. 6. Pupils are respectful towards others at all times. 7. Pupils are compassionate and this is shown through their actions and words. 8. Pupils are responsible across all areas of school life. 9. Pupil persevere when things are difficult and remain motivated and determined. When things go wrong or they make a mistake, they use this as a learning point and are able to move on quickly and positively. 10. Pupils lead on projects which enable them to make a positive difference to their school and community. 	<ol style="list-style-type: none"> 1. Staff speak positively of pupils and their achievements. Staff ensure that they use the school's four values to frame their conversations and actively demonstrate them in their daily school life. 2. The school's values are further embedded through the use of discussion when addressing poor behaviour, Pupils reflect on their behaviour and understand what went wrong and how they can improve next time. 3. The requirements of the recently adopted Behaviour Model and Policy are applied by all staff which leads to whole school consistency, all of the time. 4. Teachers outline clear expectations ate the start of the year and regularly revisit these expectations across the remainder of the year. Low level
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		<ol style="list-style-type: none"> 11. All stakeholders value difference and diversity and nurture this. 12. The dignity and worth of each individual is celebrated. 13. Bullying, aggression, discrimination or derogatory language is not tolerated and is dealt with swiftly. Incidents are fully investigated in line with the school's policy and reach a positive outcome for all involved. 	<p>disruption is addressed immediately and teachers tackle this promptly in the first instance.</p> <ol style="list-style-type: none"> 5. Leaders take the concerns of staff seriously and support them in developing strategies to tackle behaviour issues. Leaders support in the development of Individual Behaviour Plans. Leaders consistently acknowledge pupils who demonstrate the school values and those who go above and beyond. 6. Pupils understand the importance of respect and show respect to all in school. 7. Pupils are compassionate. They care deeply about others and can empathise with the feelings or position of others. 8. Pupils take responsibility for their learning, their belongings and the part they play in being a member of our school family. 9. Pupils don't give up easily and face challenges positively. They reflect on mistakes they make and take responsibility to make things right or to improve things. 10. Pupils lead on projects which are aligned to the school development plan as well as tackling issues which they raise independently through our Pupil Parliament.
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