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**School Development Plan**

**Summary of Proposed Actions & Outcomes**

**2020 – 2021**

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|  | **Goal** | **SDP Area** | **Strategies** | **Intended Outcomes** |
| ***1*** | **To ensure the of quality of teaching is consistently good or better so that all pupils make the progress of which they are capable** | Leadership & Management | **Strategy One:** Teachers develop deep and fluent knowledge and flexible understanding of the content they are teaching  **Strategy Two:** Teachers develop the capability to maximise opportunities to learn  **Strategy Three:** Teachers develop the capability to activate pupils hard thinking and learning | All teaching is effective and challenges all pupils at the right level  Teachers subject knowledge is secure and enables all pupils to be engaged in their learning  Teachers are effective in setting tasks, which present an appropriate level of challenge for all pupils.  All teachers make effective use of questions to check on all pupils’ understanding. |
| ***2*** | **Improve Pupils’ attendance so that absence and persistent absence rates are close to the national averages for similar schools** | Behaviour & Attitude | **Strategy One:**  Good / outstanding teaching and learning through an enriching curriculum that makes pupils want to come to school  **Strategy Two:**  Develop effective relationships with support agencies:  Trust EWO, Safer Schools Officer, Admissions, School Exclusion Team, Local Hub Team, Pyramid Schools, Social Workers and others within the Care System, NHS etc  **Strategy Three**  Very high expectations! Encourage all to aim for a perfect 100% attendance rate every week. Early intervention when attendance drops. I  **Strategy Four**  Attendance review conversations and/or support meetings for PA pupils and those at risk of becoming PA  **Strategy Five**  Use motivational attendance awards and aim to develop and refresh rewards to maintain the children’s motivation  **Strategy Six**  Introduces Early Bird provision to encourage better punctuality and a more purposeful start to the school day | Monitoring of teaching and learning evidences progress  Outcomes improve especially for vulnerable attendees  Absence rates decrease  Persistent absence decreases  Punctuality rates improve |
| ***3*** | **To ensure a consistent approach to Reading across school.** | Quality of Education | **Strategy One:**  KPIs are the main driver within lessons and are used to plan and review learning and to provide feedback to the pupils.  **Strategy Two:**  Build subject knowledge in teaching phonology, fluency and comprehension skills so staff understand how sequential skills can be taught to secure progress.  **Strategy Three:**  Use key texts to link the individual skills within lessons so that reading fluency, stamina and understanding is continually being developed over time in order to secure longer term retention | Teachers understand how sequential skills can be taught to secure progress.  There is good subject knowledge in teaching phonology, fluency and comprehension skills.  Teachers use key text to link the individual skills within lessons so that reading fluency, stamina and understanding is continually being developed over time in order to secure longer-term retention.  Teachers link the reading analysis prior to the writing teaching sequence to allow pupils to analyse more vocabulary, sentence structures and authorial intent prior to writing. *(NLE 20)* |
| ***4*** | **To ensure a consistent approach to Writing across school** | Quality of Education | **Strategy One:**  Ensure that the new Writing Structure (including the use of KPIs) is being taught effectively and consistently throughout school within the Writing books and likewise continues to be evidenced throughout Curriculum and Science books too.  **Strategy Two:**  Staff to have high expectations of pupil’s in all lessons where writing may occur and to model  **Strategy Three:**  Pupils to widen their vocabulary through the development of questioning in both Writing lessons*.* Likewise, continue to develop further high-quality modelling by ALL staff, including language use and expectation. | The new Writing Structure has  strengthened the quality of teaching in Writing including the elimination of inconsistencies from lesson to lesson, class to class.  There is a formal approach to strategic improvement and a structured and documented approach to monitoring.  There is greater consistency, precision, and clarity.  KPI’s have been Introduced to support this through-out school. (*NLE 2020)* |
| ***5*** | **Enhance staff subject pedagogical knowledge in mathematics to improve the quality of teaching and improve pupil progress** | Leadership & Management | **Strategy One:**  Use KPIs to plan, review and assess learning in maths.  **Strategy Two:**  Improve teacher modelling of strategies so that it has a positive impact on pupil progress and promote systematic working in books.  **Strategy One:**  Use KPIs to plan, review and assess learning in maths. | 2021 maths attainment and progress data is inline or better with academy and DFE targets. Pupils in all bands make expected or better progress.  There is a consistent approach across the academy in the way maths is taught, planned and assessed. Teachers can articulate these processes clearly.  Across the academy, teachers model strategies effectively so that pupils understand and can apply to independent work accurately.  Children are engaged in their mathematics learning; they can articulate their progress within the subject. |
| ***6*** | **To ensure that pupils with SEND make consistent progress across school** | Leadership & Management | **Strategy One:**  All staff to use the Wakefield Progression steps to track children working Below ARE in order to accurately assess children with SEND  **Strategy Two:**  Teachers to ensure pupils with SEND are fully involved in a broad, balanced and rich curriculum, which not only meets their personal needs but ensures essential knowledge and cultural capital gain for all.  **Strategy Three:**  Rigorous monitoring of the progress of individual children with evaluation of the impact of current intervention | All children with SEND make good progress  Teachers’ planning meets the needs of the least able pupils and pupils with SEND  The teaching of pupils with SEND is consistently good or better  Resources to support pupils with SEND and the least able pupils are effectively used. |
| ***7*** | **To ensure there is good progress across the wider curriculum with some strong evidence that subjects are building progressively** | Quality of Education | **Strategy One:** Design and embed a curriculum that is coherently sequenced  **Strategy Two:** Ensure curriculum planning provides the same academic, technical, or vocational ambitions for almost all learners  **Strategy Three:** Design and embed a curriculum that promotes sufficient knowledge and skills for future learning | In all subjects, the depth of pupils’ subject knowledge is deep.  The curriculum challenges pupils and opens-up their horizons beyond their immediate vicinity and aids cultural capital gain  Pupils are taught the skills required to make research an effective means of learning.  Learning is sequential and aids semantic memory |
| ***8*** | **To develop and embed a secure PSHE Framework which effectively supports children in gaining the knowledge, understanding and skills they need to manage their lives, now and in the future** | Personal Development | **Strategy One:** Ensure there is a whole school framework to the assessment of PSHE which is evaluated termly.  **Strategy Two:** To improve the quality and  effectiveness of PSHE across the school | Pupils demonstrate excellent personal and social skills Pupils share a sense of pride in the contribution they make in school Pupils can describe what they have learnt in PSHE with maturity and enthusiasmPupils are independent learners and take responsibility There is a direct positive impact on attendance and punctuality  Outcomes rise across the curriculum  There is a positive climate of student-student, student to teacher and teacher to carer relationship |