

Sheepscombe Primary School Development Plan Overview 2018-2019

Leadership and Management

(A thriving village school with strong and dynamic leadership)

Success Criteria:

1. Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged/SEND pupils, pupils that need to catch up as well as those pupils in a high prior attainment group (PAG)
2. Leaders ensure that Pupil Premium and Sport funding is spending is effectively targeted
3. Leaders track and tackle absence so that all children attend school regularly
4. Safeguarding remains effective and any development points that arise from internal and external reviews are actioned
5. Community presence remains strong and builds on the successes of last year
6. Numbers on role remain high and rising to secure the school's position in years ahead.
7. Governors maintain a secure, stable leadership structure for the school and manage its long term financial stability
8. The new EYFS outdoor environment is completed and resourced and used effectively to promote good outcomes for all

Personal Development, Behaviour and Welfare

(An enriching curriculum)

Success Criteria

1. Offsite sport increases opportunities for children to learn the full range of skills and to take part in competitions
2. The new school values are promoted, embedded and celebrated.
3. Successful support for pupils with Social and Emotional Mental Health (SEMH) issues impacts positively on pupil outcomes
4. Children's awareness of Safeguarding is developed and they can demonstrate and apply their knowledge
5. Children develop a greater understanding of the beliefs of others through the Agreed Syllabus for RE
6. Staff continue to develop their own expertise through ongoing CPD

Outcomes for Children

(Working together to achieve the best)

Success Criteria:

1. The attainment and progress gaps between particular groups of pupils and their peers narrow rapidly, including for disadvantaged pupils, those with special education needs or a disability or those on a rapid catch up plan
2. The achievement of pupils with high prior attainment is above national figures
3. Children in Early Years continue to make a Good Level of Development that is well above the National Average
4. 100% of children in Year 1 pass the phonics check.
5. 100% children who need to retake the phonics check in year 2 are successful
6. Attendance has improved to at least 97%.
7. The expertise in the parent body and local community is utilised effectively

Teaching, Learning and Assessment

(Enhancing teaching through learning)

Success Criteria:

1. Teaching consistently promotes high expectations and challenge, raising achievement in all subjects for pupils, including higher attainers and vulnerable groups.
2. Achievable small step targets are set for children that need to catch up so that they make rapid progress and their attainment gap is narrowed
3. Expectations are raised so that more children achieve the rates of progress of which they are capable in both composition and spelling and are able to achieve at least in line with age related expectations.
4. The mathematics curriculum is effectively implemented so that all children achieve at least in line with age related expectations and that there is sufficient challenge for the more able to reach the Greater Depth standard
5. The profile of cross – curricular teaching and learning is raised, exploring opportunities to enhance the quality of both writing and mathematics
6. Teaching inspires and motivates pupils who have been recognised as falling behind, developing their curiosity and interest in learning, as well as resilience to failure.

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