

## Summary of School Development Plan 2017-2018

### The Achievement of Pupils

A	Achievement targets in EYFS are met.
B	Achievement targets in KS1, including Phonics at Y1 and Y2 are met.
C	Achievement targets in KS2 are met.
D	<i>Ideal: To set challenging work for all pupils, especially the most able.</i> To ensure that the most able pupils are challenged in all lessons and that all groups, including the most able are monitored constantly to evaluate the impact of actions.
E	<i>Ideal: Expecting pupils to write at length more frequently to further develop their skills in spelling, punctuation and grammar.</i> To ensure that there are sufficient opportunities for students to apply taught skills in English to extended pieces of written work.
F	<i>Ideal: Placing more importance on high standards of presentation of pupils' work.</i> There is greater importance on high standards of presentation of pupils' work. To ensure that good spelling habits, neat handwriting and good presentation and layout are used consistently and in every piece of work. There is pride in work and presentation is seen as a vital component to be proud of.
G	<i>Ideal: Singapore Maths is a successful and enjoyable method of teaching and learning mathematics throughout school. Maths is enjoyed by all as it facilitates strong understanding.</i> To reinforce the successful delivery of Singapore Maths to HP initially in Years 3 and 6, evaluating the outcomes and extending practice to KS1 if successful.
H	<i>Ideal: Vocabulary, Etymology and Spelling enjoys a high profile in school. The school enjoys greater vocabulary and in turn higher results in GPS (Spelling) and Writing.</i> To develop a cohesive spelling strategy.
I	<i>Ideal: Families aspirations are raised, pupils have ideas for their futures and can articulate their short, medium and longer term goals.</i> Great Expectations.

### Leadership & Management

J	To further develop the role of the SLT so that the school's 'capacity to improve' is maximized, there is a 'whole' rigorous system of monitoring checks within the school's structure resulting in teaching and achievement being consistently good.
K	To develop the role of subject leaders/ middle leaders in effectively driving improvements in teaching and learning with strength including the thorough evaluation of impacts.
L	To maximise leaders and governors understanding of the school's performance data; encouraging deeper, detailed understanding.
M	To embed the principles of Investors in Pupils and IDP.

### The Quality of Teaching, Learning and Assessment

N	The Writing Journey
O	To strengthen the quality and consistency of feedback so that pupils understand their next learning steps, they understand more clearly how to improve their work and standards are raised.
P	To develop the profile of Science, its assessment (and subsequent attainment), teaching (including challenge), resource base.
Q	Consistency of the application of Policy for Handwriting, Spelling and Reading
R	Looking beyond the school – working with others to avoid isolation

### Behaviour for Learning

S	To reclarify the whole school behaviour strategy, particularly including the greater clarity of sanction.
T	To further strengthen the collegiate approach to pupil's responsibility for themselves and their peers/ teachers.
U	To ensure that the presentation of pupils matches the expectation of the school.