

Summary of The School Development Plan 2018-2019

The Achievement of Pupils		
A	A	Achievement targets in EYFS are met/exceeded
B	B	Achievement targets in KS1, including Phonics at Y1 and Y2 are met/exceeded
C	C	Achievement targets in KS2 are met/exceeded
D	D F	<p>Revitalising the Howard Park Community School Curriculum</p> <p><i>Ideal: The curriculum is inspirational, creative and matches the interests of the community</i></p> <p>To open up learning which thinks outside the 'classroom box', is personalised, real, expecting and helping students to be effective learners, measuring what matters and creating empowerment.</p> <p>To incorporate:</p> <p><i>Ideal: To set challenging work for all pupils, especially the most able.</i></p> <p>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.</p> <p><i>Ideal: Placing more importance on high standards of presentation of pupils' work.</i></p> <p>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.</p>
E	N E H	<p>Expanding 'The Writing Journey'</p> <p><i>Ideal: Attainment in Writing matches the high standards attained in Reading and Maths</i></p> <p>To incorporate:</p> <p><i>Ideal: Expecting pupils to write at length more frequently to further develop their skills in spelling, punctuation and grammar.</i></p> <p>To ensure that there are sufficient opportunities for students to apply taught skills in English to extended pieces of written work.</p> <p><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></p> <p>To develop a cohesive spelling strategy.</p>
F	G	<p><i>Ideal: Maths Mastery is a successful and enjoyable method of teaching and learning mathematics throughout school. Maths is enjoyed by all as it facilitates strong understanding. Maths attainment continues to be high, progress is accelerated.</i></p> <p>To reinforce the successful delivery of Maths Mastery to HP throughout in Years 1 to 6, evaluating the outcomes and extending practice to EYFS in 2019/20.</p>
G	I	<p><i>Ideal: Families aspirations are raised, pupils have ideas for their futures and can articulate their short, medium and longer term goals.</i></p> <p>Great Expectations.</p>
Leadership & Management		
H	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.
I	K	To develop the role of middle leaders in effectively driving improvements in the teaching and learning at <i>subject level</i> with strength including the thorough evaluation of impacts.
J	L	To maximise leaders and governors, and particularly new governors, understanding of the school's performance data; encouraging deeper, detailed understanding which enables challenge.
K	M	To embed the principles of Investors in Pupils, renamed as 'Investing in Howard Park'.
The Quality of Teaching, Learning and Assessment		
Li	O	Formative Assessment: 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.
Lii		Summative Assessment: To further strengthen our assessment schedule through greater consistency of resources, a wider breadth of subject to include 'times tables' and spelling and reporting arrangements.
M	P	To develop the profile of Science, its assessment (and subsequent attainment), teaching (including challenge), resource base and the practical nature of the subject.
N	Q	Consistency of the application of Policy for Handwriting, Spelling and a range of strategies to approach Reading.
O	R	Looking beyond the school – working with others to avoid isolation.
Behaviour for Learning		
P	S	To reclarify the whole school behaviour strategy, particularly including the greater clarity of sanction, the use of school houses and pupil attitude to learning and others.
Q	U	To ensure that the presentation of pupils matches the expectation of the school.