

School Development Priorities: September 2018 to July 2019

Our three key development priorities for the year are –

1. Embed the new teaching approaches in English and Maths and distribute excellent practice through the school.
2. Children identified as more able are challenged to meet their full potential.
3. Develop metacognition in order to give children greater confidence and resilience in tackling their own learning.

Christian ethos

1. The breadth and depth of the curriculum positively impacts children's character development and resilience.
2. New RE syllabus introduced and embedded to allow for more high-level questioning by children

What will success look like? Profiles are used to track pupil's development in mindsets such as resilience and perseverance. Children formulate their own questions when faced with a key concept.

Leadership and Management (Senior School Leaders and Governors)

1. Sharpening and ensuring the accuracy of the judgement's leaders are making.
2. Evaluation of teaching, learning and assessment is based on the demonstrable impact on pupils
3. Ensure all children are well prepared for statutory testing at the end of phases.

What will success look like? Year group reviews show that teaching adjustments are being made and having an impact. Gap analysis is being well used. Governors are able to clearly articulate the school's position against national.

Personal development, behaviour and welfare

1. Pathway developed for vulnerable pupils who are, or who may become, at risk of exclusion.
2. Outdoor learning opportunities are increased and maximised.
3. Maintain a culture of high standards of behaviour both for learning and around the school.

What will success look like? Children report increased consistency in relation to behaviour, especially at lunchtimes. One lesson of outdoor learning takes place in each class each week. Staff know what resources and strategies are available to support children with particular needs.

Teaching, learning and assessment

1. Excellent practice is celebrated and distributed through the school.
2. Metacognition developed to raise pupil's expectations, develop resilience and understand their next steps.
3. Progression of non-core subjects is monitored consistently.

What will success look like? Shared observations and lesson studies will be experienced by all teaching staff and a clear coaching culture will exist. All children will be clear on their next steps of learning and how to get there; pupil conferencing will be used in every classroom.

Pupil Outcomes

1. Raise attainment in maths for all groups.
2. Children identified as more able are challenged to meet their full potential
3. Use the 'MITA' course and material to ensure that TAs have the maximum impact on pupil progress

What will success look like? Children working with regular TA support will show accelerated progress. Overall attainment in maths across the school will be in line with, or above national standards.