

# School Development Plan Overview 2019-2020

Action Plans are in place for each key priority

KEY PRIORITIES		TARGETS FOR YEAR
<b>QUALITY OF TEACHING AND LEARNING</b>	<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• <b>To develop the engagement and attainment of boys reading and writing</b> 80% of all our boys participate in reading initiatives: whole school reading challenge, book exchange, reading diaries Lessons indicate that texts are engaging boys' interest and that questioning is targeting boys Standardised score for boys equals that of girls and progress measures for boys exceed -1.5 Boys progress and attainment in reading at key stage 1 and 2 (excluding SEN) equals or exceeds girls</li> <li>• <b>To develop the integration of non-fiction into the teaching of reading and writing</b> Classes are using a range of high quality non-fiction texts integrated in English and theme teaching Moderated writing evidences effective use of non-fiction texts in narrative writing</li> <li>• <b>To develop the teaching of Spelling across the school</b> 90% children are regularly spelling non-negotiable spellings from previous year groups correctly NFER and Key Stage 2 Spelling test results rise to 90% of all non-SEN children improving their scores by 25% over the course of the year</li> </ul>
	<b>MATHS</b>	<ul style="list-style-type: none"> <li>• <b>To improve the teaching and retention of times tables knowledge</b> 75% of pupils to achieve 20+ marks in multiplication check Daily times tables taking place in every classroom through direct teaching and TT Rock Stars Evidence from book looks show that pupils are using times tables knowledge across maths learning</li> <li>• <b>To develop pupils' mental strategies across the school</b> Structured teaching of mental strategies are applied well in daily maths lessons Arithmetic strand of standardised tests evidences improvement over time</li> <li>• <b>To further develop accurate and quick written calculation methods</b> Structured teaching of written calculation strategies are applied well in daily maths lessons. Effective and appropriate calculation strategies are used in reasoning.</li> </ul>
	<b>STEM</b>	<ul style="list-style-type: none"> <li>• <b>To successfully achieve the PSQM Gilt Award</b> There are appropriate links between science and other areas of learning There are a range of effective strategies for teaching and learning in Science which challenge and support the learning needs of all children There is a clear, shared vision for the teaching and learning of Science All pupils have the chance to access at least one extra-curricular STEM club throughout the year</li> <li>• <b>To integrate IT opportunities across the curriculum</b> There is evidence of IT being used across the curriculum to enhance learning Pupils will have regular, integrated opportunities to learn about the impact and importance of Science in the world around them <b>To establish effective assessment systems for Computing and Science in order to embed progression</b> Assessment systems are created and embedded for computing and science Clear progression is in place across KS1 and KS2 for computing and science</li> <li>• <b>To embed a through school, fully integrated culture of online safety awareness</b> All staff promote online safety and know how to deal with potential incidents Schemes for online safety and computing are used effectively to teach online safety sessions and plan opportunities through the curriculum Children are fully involved in delivery of IT provision and online safety through digital leader/School Council</li> </ul>

<p><b>PERSONAL DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>• <b>To develop the breadth and relevance of our curriculum in terms of intent, implementation, impact</b> Curriculum is increasingly broad, interactive and relevant to all children. Implementation of curriculum has a positive effect on children’s lives as evidence through engagement, conferencing and attendance.</li> <li>• <b>To ensure the curriculum is accessible for SEN pupils and increases the knowledge and skills for these children</b> SEN children have appropriate and relevant planned opportunities to engage fully in curriculum activities Opportunities for practical and interactive activities facilitate collaborative learning.</li> <li>• <b>To develop the intent, implementation and impact of oracy across the school</b> Oracy is evident and used across the curriculum in every class Children show evidence of using a range of language structures depending on purpose Oral story telling is used regularly in year R-4 and results in an improvement in writing</li> </ul>
<p><b>BEHAVIOUR &amp; ATTITUDES</b></p>	<ul style="list-style-type: none"> <li>• <b>To introduce and embed strategies to support children’s learning skills and to embed a common language of learning</b> Growth mind set and the associated language is used consistently across the school Through pupil conferencing pupil show evidence of understanding that they are in control of your own ability, and can learn and improve and that this is the key to success. Children will have more confidence in working collaboratively with their peers</li> <li>• <b>To develop strategies to support emotional literacy</b> Zones of regulation are used effectively with pupils and are evident in the strategies teachers use Re-structuring of learning Zone uses Zones of Regulation to support pupils, who show an increasing ability to regulate their own behaviour independently</li> <li>• <b>To embed new behaviour strategies across the school and successfully take part in the Better Behaviour Project</b> Project Leader delivers successful CPD to support new behaviour structures being fully embedded New structures are used consistently and effectively across the school Most challenging children are remaining in class for longer periods of time</li> </ul>
<p><b>LEADERSHIP. MANAGEMENT AND GOVERNANCE</b></p>	<ul style="list-style-type: none"> <li>• <b>To form effective, linked Curriculum leadership groups</b> Subject leaders have a clear understanding of the intent behind their subject area and how this relates to the children at Little Stoke Subject Leaders establish progression in their own subject and can evidence this through book looks and pupil conferencing Curriculum groups work effectively to support development of subject</li> <li>• <b>To continue to raise the impact of teaching on National Reading and Maths test outcomes at KS2 and reach test predictions for 2019</b> See English and Maths targets and Success Criteria above</li> <li>• <b>To develop and embed new internal assessment structures across the school</b> Assessment is purposeful, accurate and effective in analysing gaps and identifying next steps</li> <li>• <b>To investigate the feasibility of Little Stoke opening a SEND resource base provision</b> SEN provision at Little Stoke is enhanced by research of head teacher including restructuring and of Learning Zone and provision of adapted accommodation to support pupils.</li> </ul>
<p><b>EYFS</b></p>	<ul style="list-style-type: none"> <li>• <b>To develop strong links with Bright Sparks Nursery</b> Strong links between Little Stoke Primary School and Bright Sparks promotes effective transition and highlights key areas for development</li> <li>• <b>To successfully develop structures to promote oracy linked to learning</b> Structures such as Snack and Chat and the Curiosity Cube are encouraging high quality oracy development in class Children are using a wider range of language structures and wider vocabulary as evidenced through tapestry, video footage and writing At least 20% of pupils exceed in speaking and listening (6 pupils)</li> <li>• <b>To develop parent engagement and learning targeted to support speech and language initiatives</b> 85% Parents will attend a range of learning opportunities across the year</li> </ul>

