



School Development Plan

September 2019-July 2020

School Mission Statement: “Learning is the Key to Success”

Context of the School Development Plan (SDP):

Areas for development in this plan have been identified through:

- the school's own monitoring and data analysis
- governors' monitoring and evaluation of the previous year's work
- School Improvement Data (SID)
- Statutory Assessment Tasks and Tests (SATs)
- Ofsted Section 5 inspection, June 2017

OFSTED Priority:

Sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons

Ofsted priority

Extending the current opportunities that pupils have to apply their literacy and numeracy skills in other subjects and activities

Organisation of the School Development Plan (SDP):

The Plan is organized under the Ofsted key headings of: -

- Summary of priorities and reasons for identification
- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Early Years education
- Effectiveness of Leadership and Management

PINFOLD STREET PRIMARY SCHOOL DEVELOPMENT PLAN 2019-20

Quality of Education

Priority 1: Ensure that the curriculum intent, implementation is embedded across the school

Lead: Toni Beech & Mark Steventon

- Ensure all staff have a clear understanding of the objectives and progression within the curriculum
- Create an assessment system linked to high expectations and a retention of knowledge and skills, with all staff having a clear benchmark of what this looks like for pupils in their year groups)
- Ofsted priority: Extending the current opportunities that pupils have to apply their literacy and numeracy skills in other subjects and activities

Priority 2: Reading- improve progress and standards

Lead: Sarah Stokes, Verity Graham & Clare Wilkinson

- KS2: Continued focus on the teaching of reading, reviewing question level analysis
- Improve the opportunities of reading for pleasure (timetable and outside library)
- Embed use of Accelerated Reader
- KS1 and EYFS: Improve the rigour of teaching phonics and early reading.
- Embed use of Oxford Reading Buddy
- Target interventions for pupils to improve progress over time

Priority 3: Maths – improve progress and standards

Lead: Teri Gibbons

- Revisit in-house training to consolidate and deepen teachers' pedagogy, including through team teaching and joint planning
- CPD to develop reasoning for all children
- Promote fluency, particularly with timestables and no-counting
- Evaluate the curriculum, with a particular focus on when to teach for mastery

Behaviour and Attitudes

Priority 4: Improve attendance, behaviour and attitudes for all pupils

Lead: Ross Worthington

- Calm and orderly environment in school and classrooms that enables pupils to learn
- Clear expectations and routines for behaviour and Positive behaviour management – pupils take account of own behaviour
- Attendance and punctuality focus
- Building Learning Power

Personal Development

Priority 5: Ensure excellent provision for pupils' personal, social, health and emotional needs

Lead Emma Yates & Clare Wilkinson

- Supporting pupils with SEMH through nurture, SCG, emotion coaching
- Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- SMSC including RSE & Online Safety mark

Early Years education

Priority 6: content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively for all learners to progress

Lead: Daniel de Vine & Sarah Stokes

- Focus on the provision and progress SEND children.
- Continue development of outdoor learning environment.
- Improve transition from nursery

Effectiveness of Leadership and Management

Priority 7: OFSTED Priority: Improve the education provided by sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons

Lead: Toni Beech

- Distributed leadership and accountability
- Monitoring
- High ambitions for all
- Early identification of pupils who may be disadvantaged/have additional needs/barriers to learning
- Safeguarding arrangement