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| **Ryders Green Primary School Development Plan 2018-2021** | | | | | | |
| **At Ryders Green Primary School, we strive to ensure that every child is afforded the best educational experiences from their one chance at primary school. Our vision places learning at the heart of all that we do.** | | | | | | |
| **Aims**   * To create a happy, positive atmosphere where effective teaching and learning can take place * To encourage responsible behaviour, self-discipline and self-esteem * To develop a safe, caring, happy environment * To foster mutual respect between adults and children * To develop an understanding of co-operation and integrity. * To encourage the will and skill to trust and be honest in all that we do * To encourage the involvement of both home and school in the implementation of this vision. | | | | **Our School Code of Conduct:**  Rise to the Challenge  You always try your best  Develop a positive attitude  Engage and collaborate  Respect yourself and others  Safe work and play | | |
| **To realise the vision, we need to:**  A. Develop outstanding outcomes for pupils attending our school  B. Develop outstanding teaching, learning and assessment in our school  C. Develop outstanding leadership and management in our school | | | | D. Develop and create an environment with outstanding personal development, behaviour and welfare.  E. Develop a highly effective early years setting | | |
| **We believe to achieve A to E in 2016/17 we are going to focus on:** | | | | | | |
| 1. **Outcomes**   Improve outcomes in reading  Work towards closing the gap in the attainment of SEND. pupil premium, disadvantaged more able, pupils who attained more highly at KS 1, EAL girls and White British pupils  Address gender issues in reading and maths in Year 3 | | **How are we going to achieve this?**   1. EYS (expected is at least in line with national expectations and significantly closing the gap with exceeding in core areas). 2. Phonics (all children and disadvantaged children are above national expectations for phonics screening) 3. KS1 (all children and disadvantaged are at least in line with national expectations for expected and exceeding in R, W, M and Science) 4. KS2 (all children, disadvantaged children are above national expectations across the whole curriculum) 5. Reading outcomes at KS2 to be above national expectations across the whole school. 6. Significantly close the gap in attainment of pupils in RWM and Science who attained more highly at KS1, are disadvantaged more able, EAL girls and White British pupils. | | | | |
| 1. **Teaching, Learning and Assessment**   Develop teacher knowledge and understanding of delivering opportunities for pupils to work at greater depth through further challenge and investigation.  Improve provision and teaching in reading across the school. | | **How are we going to achieve this?**   1. Vast majority of teaching is consistently good with elements of outstanding, with focus on new teachers. 2. Targeted pupils meet expectations of greater depth across the whole curriculum 3. Use of technology and outdoor resources provide opportunities for vocabulary rich learning 4. Collaborative learning principles are embedded to facilitate feedback. 5. Evidence shows that there is a significant increase in the quality of evidence for greater depth across the curriculum including the core subjects 6. Ensure teacher judgements remain accurate so next steps in learning are accurate 7. Accurate provision mapping shows measurable progress on all targeted children’s learning. | | | | |
| 1. **Personal Development, Behaviour and Welfare, SMSC**  * Develop strategies to further improve attendance and persistent absence particularly with White British disadvantaged pupils * Further improve children’s social, emotional and mental health | | **How are we going to achieve this?**   1. Regular meetings with parents of persistent absentees and their children provides the opportunity for them to understand the implications of persistent absence; and monitor how it should improve. 2. Persistence absence is in line with national expectations with a focus on White British disadvantaged pupils 3. Termly use of wider community involvement (police, library services etc.) 4. Behaviour Recovery strategies are embedded across the whole school with a focus on new staff; 5. Every child in Reception swims for 30 minutes every fortnight, KS1 swims on a weekly basis for 30 minutes, every child in KS2 swims for an hour on a fortnightly basis. | | | | |
| 1. **Leadership and Management**  * Further develop the effectiveness of those with leadership responsibilities to ensure greater accountability * Develop GB knowledge and understanding through training particularly with new governors and establish M&E roles for Governors | | **How are we going to achieve this?**   1. Leaders action plans, logs and evidence folders demonstrate the effective impact of their work on outcomes and quality of teaching 2. The website and social media demonstrate outcomes being achieved across the curriculum to our parents and wider community. 3. All governors, especially new ones, attend at least one monitoring and evaluation event and attend one curriculum assembly 4. Teachers evidence folders demonstrate the effective impact of personalised CPD on their quality of teaching and significant contribution to the daily life of the school. | | | | |
| 1. **.Early Years**  * Further improve understanding of reading, writing and maths with a focus on EAL girls. * Continue to develop parental and community involvement * Encourage more speaking and listening opportunities (collaborative) in a knowledge rich curriculum | | **How are we going to achieve this?**   1. Further evidence of parental and pupil voice in children’s learning journeys 2. Improvement of children achieving Knowledge of World and Communication ARE in Nursery 3. Planning shows children are able to independently explore in the outdoor environment 4. Learning journeys show increased opportunities for children to role play outdoors 5. EAL girls close the gap on non EAL girls; girls close the gap on boys in Reading, Writing, Shape and Number 6. Further evidence of working with people from our community in website blogs and displays 7. Lesson observations and learning walks evidence a knowledge rich curriculum and teacher led instruction 8. Further evidence of collaborative (PIES) principles across curriculum, especially with S+L and Phonics | | | | |
| **We believe to achieve A to E over the next three years we will need to focus on:** | | | | | | |
| **Priority** | **2018-19** | | **2018-19** | | **2019-20** | | |
| A. | Outcomes are maintained at least meeting national expectation; ensure PP, the more able, low able, EAL and SEN children are performing better than their peers across the whole school or rapidly improving. | | Achieving well above national expectation for ARE across the school; ensure PP, the more able, EAL and SEN children are still performing better than their peers. | | Maintaining well above national expectation for ARE and exceeding across the school; ensure PP, the more able, EAL and SEN children are performing better than their peers despite any budget cuts. |
| B. | Nearly all teaching, learning and assessment across the school is judged to be consistently good across the whole school. As a team, we discuss the characteristics between consistently good and highly effective teaching and learning. | | Teaching, learning and assessment across the school is judged to be highly effective across the whole school. We provide a well-balanced and creative curriculum using our outdoor and technological resources involving parents and the wider community. | | Teaching, learning and assessment across the school is consistently judged as highly effective across the whole school. We excel through evaluating the opportunities we provide for the children so they can all achieve excellent outcomes across the curriculum. |
| C. | Pupils have an exemplary attitude to learning; they can explain their safety and work hard. They respect and co-operate with their peers and are responsible for their behaviour. They can explain how they can look after their wellbeing. We continue to build upon links within our local and wider community. | | Pupils have an excellent attitude to learning; they can explain their safety and work hard to prevent any form of bullying behaviour including social media. They further their understanding on being well in terms of mental, physical wellbeing and develop positive relationships. We build upon our community relationships. | | Pupils have impeccable conduct which reflects the high standards set; they can explain their safety and work hard to prevent any form of bullying behaviour. They are very knowledgeable on how they look after their well-being. We evaluate and build upon the effective links and relationships we have with the local and wider community. |
| D. | Senior Leaders, subject leaders, year leaders and governors have an, accurate understanding of the subjects/areas they are accountable to; and as a team we understand the school’s effectiveness informed by the views of pupils, parents and staff. | | Leaders and governors have an accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. They share their best practice with others. | | Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They continue to use this to keep the school improving further by focusing on the impact of their actions and working with schools. |
| E. | EYS is a highly functioning unit where attainment and progress is tracked accurately and a detailed approach is taken alongside Development matters | | Staff build upon changes in statutory guidance to ensure we still are providing opportunities for children to thrive and accelerate in their attainment and progress within an exemplary Early Years setting. | | EYS unit remains to be highly effective in terms of teaching and learning, outcomes and the environment in which it creates for the children. |