

Newchurch School Improvement Planning

AN OVERVIEW OF SCHOOL DEVELOPMENT PLANS FOR YEARS 2018-19

Copy to all governors and staff - displayed on all classroom notice boards.

1. Leadership & Management	2. Quality of Teaching	3. Behaviour, Safety & Welfare	4. Outcomes for children	5. EYFS
<p>Focused Priorities</p> <ul style="list-style-type: none"> a) To embed leadership at all levels in order that effective monitoring leads to consistent approaches in teaching, learning and assessment. b) Review specific systems to ensure that they are fit for purpose and impact on outcomes. Eg Google forms, CPOMS, new entry system etc <p>Supporting Priorities</p> <ul style="list-style-type: none"> ✓ Leading the school through a successful OFSTED Inspection ✓ Ensure safeguarding remains highly effective with all stakeholders aware that it could happen here. ✓ Develop Mission Possible curriculum to promote challenge and to build resilience. ✓ Ensure continued use of Sports Premium and Pupil Premium ✓ Ensure British Values are at the heart of the school's work. ✓ Continue to ensure that the Governing Body have a deep, accurate understanding of the school's effectiveness. 	<p>Focused Priorities</p> <ul style="list-style-type: none"> a) To embed the learning culture of 'teaching the right kids, the right stuff, the right time in the right way'. b) Further embed quality assessment for learning to ensure it informs high quality inclusive teaching <p>Supporting Priorities</p> <ul style="list-style-type: none"> ✓ All staff to embrace the notion of the Mission Possible Curriculum ✓ All staff to model accurate and high expectations for presentation, spelling, grammar etc ✓ Ensure consistent approach to Home learning ✓ Provide increased opportunities for parent workshops ✓ Develop accuracy in Spelling across the whole school; support children with spelling rules and ensure skills are transferred into their independent writing across the curriculum. ✓ Increase planned opportunities for cultural and diverse learning experiences 	<p>Focused Priorities</p> <ul style="list-style-type: none"> a) Ensure the culture, ethos and environment of the Federation influences the health and well-being of pupils and their readiness to learn <p>Supporting Priorities</p> <ul style="list-style-type: none"> ✓ Achieve attendance targets ✓ Children understand how to keep themselves and other safe in the real and online world ✓ Continue to engage parents on e-safety agenda including use of modern technologies ✓ Continue to improve the Dining Hall experience for all pupils 	<p>Focused Priorities</p> <ul style="list-style-type: none"> a) Ensure that the percentage of children attaining ARE and GDS is aligned or above national averages in Reading, Writing and Maths, and combined measure. (School target of 85% ARE with GDS at 30%). b) Ensure attainment and progress of identified groups (Disadvantaged / Boys / SEN) match or is improving towards that of others with similar starting points. <p>Reading priorities</p> <ul style="list-style-type: none"> ✓ Ensure continuous provision in KS1 promotes reading outcomes ✓ Sustain/Improve upon Phonic outcomes from 2018-78%achieved / 100% Y2 ✓ Improve whole school % for ARE (81% July 18) ✓ Enhance Library provision ✓ Further promote engagement of boys in Reading (years 2, 3, 6) ✓ Improve % GDS -focus Y2 18-19 <p>Writing priorities</p> <ul style="list-style-type: none"> ✓ Further promote engagement of boys in Writing (all Years). ✓ Ensure continuous provision in KS1 promotes writing outcomes ✓ Target 30% of pupils to achieve GDS ✓ Improve whole school % for ARE (72% July 18 - 60% boys /83% girls) <p>Maths priorities</p> <ul style="list-style-type: none"> ✓ Ensure continuous provision in KS1 promotes maths outcomes ✓ Ensure attainment across the school in Maths improves further with the engagement of Phase specific CPD eg timestables ✓ Improve whole school % for ARE (76% July 18 73% boys /80% girls) 	<p>Focus priorities</p> <ul style="list-style-type: none"> a) Ensure the percentage of children achieving GLD is 85% or above b) Further develop the role of the adult to support next steps in learning. c) Establish principles of continuous provision from EYFS to Y2 to ensure that the environment remains reassuringly familiar yet excitingly different d) Ensure sufficient challenge to enable children to achieve an exceeding judgement in writing. <p>Supporting priorities</p> <ul style="list-style-type: none"> e) Further development of speech and language to include 'talk' as a pre cursor to writing. (working with all stakeholders to engage with activities of talking to promote writing eg nursery rhymes)