

SPS - SCHOOL DEVELOPMENT PRIORITIES FOR THIS YEAR - 2019 - 2020

Whole School Priorities	Key Actions
<p><u>Quality of Education</u> Improve MATHEMATICS & EARLY READING (including phonics) across the school</p>	<ul style="list-style-type: none"> ● Improve MATHS outcomes by utilising the best resources to match the needs of our pupils & employing a further teacher across Yrs 1 - 4 ● Ensure the level of challenge is aspirational via problem solving & mastery activities in MATHS ● Regularly monitor MATHS in a variety of ways to constant reflect on ways forward targeting individuals & evolving teaching / planning ● Improve quality of teaching PHONICS (& EARLY READING) by supportive CPD (including TA's) & high quality resources ● Targeting children who have entered KS2 to support their PHONICS ● Ensuring appropriate tracking of PHONICS & EARLY READING in EYFS & KS1 & reacting with high quality interventions ● Audit & centralise our Reading Scheme; matching PHONICS to READING
<p>Embed our new Whole School Curriculum</p>	<ul style="list-style-type: none"> ● <u>Intent:</u> Clear Vision & intent for our exciting curriculum ● <u>Implementation:</u> Utilise the Cornerstones online tool to ensure an engaging broad & balanced learning experiences (2 year rolling programme) ● Narrowing the gap between PP & Non-PP (including SEN) with various strategies including a new <u>Forest School</u> (Outdoor Learning) approach / Reading Partners & IT support (<i>Reading Eggs etc.</i>) ● Focus on high quality text to lead our curriculum - purchase more quality books ● <u>Impact:</u> Improved achievement in Core Areas ● Utilise 'Game Changers' & Insight to carefully track pupils in ALL curriculum areas ● Focus on narrowing the gap between PP & non-PP pupils

Whole School Priorities	Key Actions
<p><u>Personal Development, Behaviour & Welfare</u> To improve the overall well-being of Pupils & Staff at SPS</p>	<ul style="list-style-type: none"> ● Support all levels of staff with CPD in behaviour management ● Enable outstanding behaviour by supporting transition times & other key elements (identified & monitored) around school ● Utilise IT systems such as 'Class Dojo' to support home / school behaviour & communication links (creating a bank of resilient skills) ● Older pupils supporting the well-being of younger pupils ● Employ dedicated staff to support pupils well-being & behaviour across the school - Sports Apprentice / PSA / Nurture Teacher etc. ● Improve the well-being focus of staff by appointing Staff Well-being Champions (with Link Governor). Focus on this area
<p><u>Leadership & Management</u> At all levels, leaders design & deliver the learning. The methods used engage with their staff to support outstanding teaching & learning</p>	<ul style="list-style-type: none"> ● Subject Leadership - knowing their subject in depth & driving it forward ● Subject / Team Leadership monitoring & evidencing their areas effectively (drop-ins / learning walks / work scrutinies / pupils interviews) ● Leading parents / carers with engagement - Inspire Mornings / Parental Forums ● Focus on 'Game Changers' (which include PP & SEN pupil progress matching at least National expectations) ● Maths, Phonics & Early Reading are a focus for leadership ● Embedding our new 'Insight' software to support the above & to track our pupil's development

OTHER KEY INITIATIVES FOR THIS YEAR

- Continue to improve security with new entrance door (to main school) with IT system
- Replace all classroom IT with new machines
- Continue to focus on EYFS as an area to improve (even before entry within nursery)
- Appoint a new PSA (& work alongside new Trust Lead on Behaviour)
- Closer links at teacher / support staff level with other Trust schools e.g. IT system / moderation / visits / magpieing etc.
- Ensure the school is prepared for Ofsted!