

**Knowles Primary School - School Development Plan: 2019-2020**

**Key area**

**Behaviour and attitudes**

**Personal development**

**The Quality of Education**

**Quality of Early Years Education**

**Leadership and management**

**Aims**

**Pupils behave with high levels of respect for others and feel confident within themselves:**

- Children are encouraged to use their voices and raise awareness of issues important to them and the community
- High well being enables children to participate, build relationships and be highly motivated to achieve success

**Improving Attendance and behaviour leads to good outcomes**

- SEND, PP and Vulnerable children continue to have improving attendance
- School works with external agencies to create personalised provision and a team around identified children to improve learning behaviours and well being

**The school provides meaningful opportunities for pupils to develop their talents and interests.**

- The curriculum extends beyond the academic to provide children with opportunities to develop as a whole child.
- The school prepares pupils for life in the community by developing their knowledge of British Values.

**Children participate successfully in the school and wider community**

- Children develop core emotional strength to succeed emotionally in life
- Children know right from wrong and have the strength to not give in to external influences
- Children develop healthy relationships and an active lifestyle
- Children are confident to express their views, debate key issues appropriately and understand their rights and responsibilities to others

**Improve the quality of teaching, learning and assessment in reading, writing and mathematics by ensuring that:**

- Learning is consistently well matched to pupils' abilities so that there is appropriate challenge and support for different groups of pupils, including the most able, Pupil Premium, SEND and Mobile
- Reading, writing and mathematical skills are developed and applied across the wider curriculum
- Attainment in mathematics is in line with or above national

**Increase engagement with and creativity within the wider curriculum** to provide a wide range of opportunities to help pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning

- Quality differentiation across the wider curriculum ensures that specific groups of pupils aren't disadvantaged
- Wider curriculum meets the specific needs of our community (possibilities, community)
- Children are able to gain skills and experience additional opportunities outside of the national curriculum
- Mental Health and the Five Ways of Wellbeing are built in to curriculum opportunities to support personal development
- Our values and discrete SMSC opportunities builds the foundation of the curriculum

**Improve the quality of teaching, learning and assessment in Early Years by ensuring that:**

- The learning and resources available in child-led and adult-led activities are meaningful, purposeful and well matched to the pupil's abilities, needs and there is appropriate challenge to support the different groups of pupils, including Most Able, Pupil Premium and SEND.
- Children read a wide variety of texts, matched to their phonological knowledge and key word learning.
- Planned child-initiated provision and an engaging well resourced environment leads to increased engagement levels.
- Children initiate their own learning through play.
- Parents are involved with their children's learning to provide at home support.
- Children have planned language developmental opportunities to support them to access the curriculum.

**Leaders are aware of the main pressures on staff and create support for well-being issues, including managing workload.**

**Strengthen leadership, including governance, by ensuring that:**

- An enhanced culture of safeguarding and supervision continues to be developed
- Focused, professional development for SLT and governors to enrich the culture of safeguarding
- Inclusion manager ensures high quality provision and support enables accelerated progress for SEND children
- Children in receipt of Pupil Premium funding make accelerated progress to perform in line with national expectations
- The curriculum is designed to ensure clear progression in the acquisition of new knowledge and skills towards cumulatively good knowledge and skills for future learning

**Professional development for middle leaders to develop leadership capacity to secure improvements in teaching, learning and assessment**

**Subject Leaders**

- Subject leaders are experts in their subject and lead professional development for others.
- Subject leaders have a secure understanding of the strengths and development in their areas.
- Subject leaders ensure good progress in their subjects across the school.
- Subject leaders advocate their subjects and provide enrichment experiences and visits that are meaningful for children.

**Middle Leaders**

- Middle leaders ensure consistency of good practice across their team, by coaching, mentoring, challenging and providing professional development to others to promote good progress and outcomes for children in their teams.

Outcomes				
A values driven and restorative approach builds a strong, mutually respectful safe and inclusive community	Children's wellbeing and positive mental health enables them to access learning.	Children achieve well in Maths from starting points and against national expectations.  Increased number of children achieve age related expectations in maths across the school  Children know their times tables by Year 4.	Communication and Language ELG is at National or Above  Children acquire a wide vocabulary to communicate effectively.	The curriculum ensures clear progression in the acquisition of new knowledge and skills towards cumulatively good knowledge and skills for future learning  Clear subject leadership ensures the curriculum is engaging and implemented effectively to ensure progress is good
Develop emotional literacy, responsibility, empathy and accountability	The five ways of wellbeing support children to lead healthy, safe and fulfilled lives	Children achieve well in Phonics against national exp.  Children gain phonics knowledge and language comprehension necessary to read at age related expectations by the end of Key Stage One expectations in Years 1 and 2  Increased number of children achieve age related expectations in SPAG at KS2	Learning environment resources engage and meet the needs of the children to ensure good progress.  Physical Development, The World and Expressive, Arts and Design ELGs at National or Above.	Team leaders accurately evaluate the quality of teaching and learning in their teams ensuring high quality teaching leads to increased numbers of children working at age related expectations across the curriculum  Leaders deliver a high quality induction programme and professional development programme to ensure teaching is highly effective across the school
Personalised approaches improve the behaviours of children with particular needs	Children engage in 30 minutes of physical activity a day to support their physical and emotional well being at lunchtime	Children apply age appropriate writing skills across the curriculum  Children's handwriting is cursive, fluid and legible leading to good writing outcomes for all.	Children demonstrate strong learning behaviours  PSED ELG at National or Above.	Deputy Headteacher leads Safeguarding to ensure early identification of vulnerable children  Deputy Headteacher leads Safeguarding to ensure all staff understand and adhere to safeguarding policies and procedures
Overall absence and persistent absence rates are improving in line with national  Low attenders absence rates are improving	Children know how to recognise and trust their feelings leading to improved self confidence	Children read at age related expectations across the curriculum  Children can spell age appropriate words leading to good writing outcomes for all	Most children leave Foundation Stage secure in Phase 4 Phonics	Inclusion manager leads improvement to ensure high quality provision and support enables accelerated progress for SEND children
Attendance for vulnerable groups (SEND and Pupil Premium) improves to close the gap with their peers	Children know how to make safe choices and build resilience	Increase engagement with and creativity in the wider curriculum  Teachers use good subject knowledge and assessment to ensure good progress	Writing and Reading ELG is at National or Above  Number and Shape, Space and Measure ELG is at National or above	Inclusion manager leads improvement for children with particular needs to ensure there is sustained improvement in their behaviour
Parents work collaboratively with the school to ensure they feel well supported and informed about their child's achievements and well being	Meaningful opportunities ensure that children are not disadvantaged	Progress for SEND children is consistently good across the school  Progress for Pupil Premium children is consistently good across the school	Parental engagement contributes to good progress in Communication and Language, Literacy and Maths.	Headteacher leads improvement to ensure accelerated progress for children in receipt of Pupil Premium funding to perform in line with national expectations
Parental views feed into the development of the school  School council make a positive contribution to the life of the school and the wider community	Early identification of vulnerable children ensures positive outcomes in line with peers	Early identification of gaps in learning and early intervention for mobile children ensures mobile children close the gap to meet ARE.	Children achieve well from starting points.  Progress of SEND children is good  Progress of PP children is good	Local Governing Body understands the school's strengths and weaknesses and can articulate this to the trustees and hold the school to account

