

## St John and St Francis Church School - Development Plan Overview 2017-2018

### Key Priority 1 – Outcomes for Pupils

Ensure that pupil outcomes in Reading and Maths in all year groups are good or better by ensuring:

- 1.1 Attainment and progress of disadvantaged groups (SEN, PP, EAL) demonstrates rapid improvement so that the gap between the groups is narrowed from prior attainment points and attainment and progress compared to similar groups within school and nationally.
- 1.2 A focus on boys, SEN and PP pupils in Reading and Writing to ensure that the gender gap is closed and interventions have high impact
- 1.3 Embed the thorough and systematic approach to teaching Reading across all year groups.
- 1.5 Progress of Years 3, 4, 5 and 6 is accelerated in order to narrow the gaps
- 1.6 Challenge for 'greater depth' pupils so that improvement is maintained and reflected in all year groups.

Reason for Priority:

Expectation for **all** pupils to make good or better progress and the gap closed between groups.

Expectation for all children to meet or exceed prior attainment outcomes.

Impact of interventions for Disadvantaged groups need s to maintain impact so that gaps are narrowed over time.

#### December Milestone

- Aspirational targets based on prior attainment show majority of children on track to meet ARE in RWM separately and combined RWM
- Priorities for Disadvantaged Groups have impact on outcomes so that progress is rapid
- PP progress in line or exceeding Non PP within the school; intervention strategies have high impact
- Progress across all year groups especially Years 3,4,5 and 6 and show at least 1.2 tracking progress points in W and M
- Reading focus in all year groups demonstrates accelerated progress make at least 1.5 tracking progress points

#### March Milestone

- Aspirational targets based on prior attainment show majority of children on track to meet ARE in RWM separately and combined RWM
- Priorities for Disadvantaged Groups have impact on outcomes so that progress is rapid.
- PP children reach or exceed milestone targets compared to non PP and are narrowing compared to national
- Progress across all year groups especially Years 3 4,5 and 6 and show at least 2.4 tracking progress points in W and M
- Reading focus in all year groups demonstrates accelerated progress make at least 2.5 tracking progress points

#### July KPI

- Aspirational targets based on prior attainment show majority of children on track to meet ARE in RWM separately and combined RWM
- Disadvantaged Groups achieve outcomes that demonstrate rapid progress
- PP data in line with Non PP data at ARE and GD nationally
- Progress across all year groups especially Years 3, 4,5 and 6 and show 3.5 tracking progress points
- Attainment and progress in Reading exceeds national expectations

### Key Priority 2 – Quality of Learning, Teaching and Assessment

**Regular and rigorous assessment informs high quality teaching in all classes, with a particular focus on year 3 and 4:**

2.1 Teachers have consistently high expectations of all children's outcomes, progress and their attitudes to learning

2.2 Teachers' planning is based on rigorous assessment judgements, constantly demanding more of all children based on their starting point

2.3 Consistent use of incisive feedback, that is used by children effectively to improve their knowledge, understanding and skills

Reason for Priority:

#### December Milestone

- Triangulation identifies 80% of teaching is good or better
- Data evidence and work scrutiny provide matched evidence
- Editing and feedback policy is in place and consistent approach to editing is evident across the school
- Analysis of groups through accurate assessment – teachers know who focus children are and this has impact on outcomes

#### March Milestone

- Progress is accelerated through clear expectations and dialogue between adults and children in their books, supported by three weekly moderation events
- Monitoring of Books, Planning and Assessment shows rapidly accelerated progress for all children

#### July KPI

- Evidence of accelerated progress across all groups from their starting points
- 90% of teaching is consistently good or better
- Triangulation of outcomes and monitoring identifies 40% of teaching is regularly outstanding
- Incisive feedback has resulted in accelerated progress for targeted children
- Quality of teaching is highly effective across school with precise professional development that encourages, challenges and support.

### Key Priority 3 – Effectiveness of Leadership and Management

3.1 Develop further the Pupil Premium champion to ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils

3.2 Ensure there is clear accountability for leaders following staffing re-structure to ensure the Leadership Team has capacity to be effective in their support and challenge for the school

3.3 Evaluate the effectiveness of the Local Governing Body to ensure challenge has impact on rapid and sustained progress.

3.4 Continue to ensure leadership activities are rigorously evaluated and focus on improved outcomes for pupils

3.5 Continue to improve teaching so that it is consistently good or better across all classes

Reason for Priority:

School is clear about their journey to good and outstanding

Monitoring and challenge for all staff needs to be relentless from all leaders.

Leaders clear about priorities and have a drive to improve outcomes across all areas of school.

#### December Milestone

#### March Milestone

#### July KPI

<ul style="list-style-type: none"> <li>Subject leaders can articulate and demonstrate the impact of their leadership</li> <li>PP Champion ensures that staff plan work to address the precise needs of their disadvantaged children</li> <li>All teachers have individual targets triangulating to action points from internal and Hub CPD activities</li> <li>Governors' records clearly demonstrate challenge and impact on standards/provision</li> </ul>	<ul style="list-style-type: none"> <li>Subject leaders can articulate clearly the impact of their leadership matched against progress of each prior-attainment group</li> <li>PP Champion's monitoring of disadvantaged children shows the narrowing of the gap compared to non-disadvantaged</li> <li>All teachers can provide examples where their individual targets have impacted on standards</li> <li>Standards/provision have improved as a result of clear challenge from Governors.</li> </ul>	<ul style="list-style-type: none"> <li>Progress is accelerated from children's starting points by all Leaders' uncompromising ambition for all children</li> <li>Impact of monitoring and challenge by all leaders demonstrates accelerated progress for all children</li> <li>The range of subjects and courses helps children acquire knowledge, understanding and skills in all aspects of their learning</li> </ul>
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#### Key Priority 4 – Personal development, behaviour and welfare

4.1 Develop children's Behaviour for Learning and strategies so that they are resilient to failure

4.2 Attendance continues to improve and closes the gap to national average

4.3 E Safety is given a high profile across the school.

Reason for Priority:

Children consistently demonstrate effective behaviours for learning in all aspects of school life.

Children have regular opportunity to be challenged around their aspirations

Attendance and exclusion data for vulnerable pupils needs to be rigorously tracked so that it is inline with national outcomes.

##### **December Milestone**

- Positive behaviours for learning are consistently demonstrated across the school with support for Years 3 and 4
- Attendance policy is applied rigorously and impact seen in rise in attendance figures
- E safety is understood by all Stakeholders

##### **March Milestone**

- Positive behaviours for learning are consistently demonstrated across the school
- Attendance data shows that the gap is narrowing between school and national
- E safety is understood and applied outside of the classroom environment

##### **July KPI**

- Positive behaviours for learning are consistently demonstrated across the school leading to improved outcomes
- Pupil questionnaire shows positive attitude towards learning
- Attendance monitoring results in all groups not exceeding national benchmarks.
- Children are able to articulate the importance of e safety to other stakeholders and to acknowledge their role within this

#### Key Priority 5 – Early Years Provision

**Ensure that all children make high rates of progress, in relation to their starting points**

5.1 The EYFS environment promotes curiosity, imagination and concentration in all children, where adults facilitate effective learning

5.2 Highly focused professional development secures progress of all children, including disadvantaged and those with SEN, relative to their starting points.

5.3 Ambition for high expectations is shared across both classes so that there are clear consistencies around GLD and how this is reflected in children' learning

5.4 Skilled EYFS practitioners develop their expertise through research and development with a focus on EYFS Year 1 transition

Reason for Priority:

Ambition for the 2017 EYFS cohort to make substantial and sustained progress relative to their starting point, so that GLD outcomes exceed national figures

A consistent understanding and application of expectations in EYFS; assessment criteria; triangulated judgments from work in books and observations

Vulnerable groups moving into year one often experience a 'delay' in making progress until the Spring term

##### **December Milestone**

- Aspirational targets based on 'baseline' data show majority of children on track to achieve GLD
- Robust assessment systems are tailored to individual children and demonstrate progress for all children
- Vulnerable groups from EYFS are tracked into year 1 to measure impact of transition research project
- Some children are evidencing attainment and progress in books

##### **March Milestone**

- Progress towards targets will show that children are on track to meet end of year targets.
- EYFS provision is adjusted in light of relentless ongoing assessment and observations
- Impact of Year 1 transition project shows that 75% of the focus group have made accelerated progress
- Most children are evidencing attainment and progress in books

##### **July KPI**

- EYFS GLD is above 2017 national values
- Vulnerable children in Year 1 make accelerated progress relative to their prior attainment
- Majority of children are evidencing attainment and progress in books

