

The aim of our School Development Plan (SDP) is to secure pupils' academic achievement and personal development. It is our strategic action plan which drives our school improvement.

The SDP focuses on five principle areas of school: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and Early Years Foundation Stage.

Our SDP, and our progress towards its objectives, is reviewed throughout the year. We involve all our stakeholders in its creation through our annual 360° Review, whose findings directly impact on our priorities. In addition, we use close analysis of our internal and external data and compare our results with national standards. It is also informed by our ongoing school self-evaluation which may lead to amendment of the plan throughout the year.



Alverton Primary School



School Development Plan 2019 - 2020

Priority	Why?	Aim
Quality of Education		
The school's curriculum meets the requirements of the new Ofsted framework.	Along with all other schools, the requirements of the new Ofsted framework in 2019 have necessitated a review of aspects of our curriculum provision.	The school's curriculum intent and implementation will be embedded securely and effectively across the school with a focus on high-quality teaching and learning. Teaching is designed to help pupils to remember long-term the content they have been taught and to integrate new knowledge into larger ideas.
The Reading Revolution ensures pupils are fluent and confident readers who can read with understanding.	We have focused on reading because our Key Stage 2 Reading results weren't as high as our other results in 2019. Across the school, we can see that, in many cases, children who do not read regularly at home do not achieve as well as their peers.	Reading is already embedded in our culture at school but we need to ensure that this is supported at home and that children are encouraged to read regularly, whether independently or with a parent or other adult. We want to address this, both at the very early stage, where children are still learning to decode and later as they become "free" readers as this is often a point where reading regularly at home with an adult decreases.
A rigorous approach to the reading curriculum helps younger children gain phonics knowledge.	Over the last few years our Year 1 Phonics results have been in line with national %. However, in 2019, this dipped to 70%. We need to ensure that our pupils are able to gain secure phonics knowledge to help them to become fluent and confident readers.	Year 1 pupils achieve at least in line with national % in the Year 1 Phonics screening. Phonics has always been a high priority and this year we are ensuring that there is an even greater emphasis. Interventions will be quickly put in place to enable any potential gaps to close.
Behaviour and Attitudes		
The % attendance for children at the school increases further.	Despite significant efforts to improve pupils' attendance, we are mindful that 2018 – 2019 attendance figures have once again dipped, especially because of term-time holidays. We therefore need to revisit our attendance strategies in order to redress this as it is important that children attend school every day that they are able to do so.	Overall Attendance reaches 96% (national average) across the school during 2019 – 2020. Swift and effective action is taken where pupils do not have high attendance. No groups of pupils are disadvantaged by low attendance. The number of days' schooling lost to term-time holidays reduces.
Personal Development		
A range of high-quality pastoral support empowers children to be confident, resilient and responsible.	Some children find it difficult to access all aspects of school and to understand all the things that are going on in their lives. It is essential that we provide support for these children when they need it.	Our more vulnerable young people are equipped with the skills which will enable them to more easily negotiate the school day and make sense of their lives.
Leadership and Management		
High-quality education is provided to all pupils through an effective partnership with the onsite Day Nursery.	Since December 2018, there has been a much closer working relationship between the school and the onsite Day Nursery but there is still work to be done to ensure that the provision and ethos of the settings make it difficult for parents, children and visitors to differentiate between the two.	Strong and effective links between the settings leads to a transparent and commonly-held ethos for high-quality EYFS provision. Working in close partnership makes it easier to draw on expertise meaning that children experience excellent provision in a safe and well-managed environment. The environment of both the private and the maintained nursery provides continuity in terms of appearance, resources and provision.
Early Years Foundation Stage		
Early literacy skills are at the heart of the EYFS curriculum.	On entry into our Reception classes children, on average, come in below typical levels of development in the areas of Communication, Language and Literacy. Reading is a whole-school priority and we need to put in place solid building blocks from the beginning.	A higher percentage of children leave Nursery at expected levels of development in Communication and Language. There is an increase in the percentage of children achieving the expected level of attainment in Reading at the end of Reception.
Parents and carers understand, and are involved in, their child's learning.	We know that parental engagement is an important aspect of a child's success at school, particularly in reading and we want to forge these important relationships from the very beginning.	Parents are aware of the expectations for the end of the EYFS. All parents / carers attend parent consultations in Reception and the Nursery. Families who traditionally have been harder to reach become more involved with the school.