

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: Leadership and Management; Quality of Teaching, Learning and Assessment; Personal Development, Behaviour and Welfare; Outcomes; 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, including RAISE Online, 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

**2016 - 2017**

**Parent Guide**

Number 17

Priority	Why?	Aim
<b>Leadership and Management</b>		
<ul style="list-style-type: none"> <li>Continue to focus on improving outcomes for disadvantaged pupils, including in the EYFS.</li> <li>Ensure that governors systematically challenge senior leaders to secure excellent outcomes; continue to develop opportunities for collaboration between the Governing Body and the school.</li> <li>Ensure that our work to protect pupils from radicalisation is exemplary as part of our excellent safeguarding procedures.</li> </ul>	<ul style="list-style-type: none"> <li>This is a main area for development in pupils nationally as there is currently an attainment “gap” between those children identified as disadvantaged and this who are not.</li> <li>Alverton has a strong set of Governors who contribute a great deal to the development of our school and it is important that we continue to make the best use of their expertise.</li> <li>Safeguarding policies and practices at the school are recognised as robust and highly effective but it is essential to continue to update and refresh knowledge and procedures to ensure that the school is the safest place possible for all children.</li> </ul>	<ul style="list-style-type: none"> <li>We enable pupils from all backgrounds and regardless of socio-economic, gender, race or any other factor to reach their full potential.</li> <li>Governors are increasingly involved in, and knowledgeable about, different aspects of the school. There is evidence that governors have a positive impact upon the school’s impact through clear systems of strategic leadership including specific governor responsibilities and roles.</li> <li>Safeguarding practices are even more robust and clearly understood by all members of the school community at the appropriate level.</li> </ul>
<b>Quality of Teaching, Learning and Assessment</b>		
<ul style="list-style-type: none"> <li>Develop use of IT to enable pupils to choose and use tools and technology that increase their capacity as 21<sup>st</sup> century learners.</li> <li>Pupils know how to improve their learning.</li> <li>Continue to develop and embed our pedagogy and practice through REAL Projects.</li> </ul>	<ul style="list-style-type: none"> <li>The school’s IT system has been modernised and updated and we need to utilise this fully to enable children to use IT as an effective tool for learning.</li> <li>Through our training and development focus on REAL Projects, we are clear that pupils who are engaged and independent learners reach a higher level of understanding and a more sustainable set of learning skills and dispositions than those who simply gain knowledge and learn passively.</li> <li>We aspire to excellence in all aspects of teaching and learning and to adopt policies and practices that enhance the children’s experiences and achievements at school.</li> </ul>	<ul style="list-style-type: none"> <li>Our IT provision facilitates teaching and learning and ensures the requirements of the new Computing curriculum are met.</li> <li>Through feedback and individual targets, pupils know how to improve their knowledge, understanding and skills, supported by the development of a skills framework, and are able to use this effectively.</li> <li>Children enjoy engaging projects and have a real purpose and audience for their work, inspiring them to create high-quality outcomes; children develop critical thinking and independence as learners.</li> </ul>
<b>Personal Development, Behaviour and Welfare</b>		
<ul style="list-style-type: none"> <li>Further improve attendance rate with particular focus on those whose attendance &lt;90% or have &gt;33% broken weeks.</li> <li>Continue to develop the outdoor environment to enhance pupils’ playtimes and outdoor learning experiences.</li> <li>Continue to work to improve our site security by developing the school entrance and car park.</li> <li>Ensure that children have an excellent understanding of how to stay safe online and of the dangers of the inappropriate use of mobile technology and social networking sites.</li> </ul>	<ul style="list-style-type: none"> <li>It is important that children attend school everyday that they are able to do so. Persistent absenteeism is now defined as any pupil who attends school for 90% or less of the school year; we still have a number of children who fall into this category.</li> <li>We have a fantastic school site which we believe can be further utilised to enhance pupil experiences and aid their learning.</li> <li>Traffic around the school has long been a danger to pedestrians, especially children, with safety around the entrance to the school and along Toltuff Crescent remains a concern despite a great improvement due to the proactive and effective steps taken.</li> <li>As adults, the technological and communications revolution has created access to the internet which it is extremely difficult for us to control and limit for our children; it is therefore essential that we equip our young people with the skills and information which will enable them to make informed and safe choices about the dangers they may face.</li> </ul>	<ul style="list-style-type: none"> <li>Overall attendance rate, including Persistent Absence and “Broken Week” figures improve, ensuring that the maximum number of children receive the maximum benefit from school.</li> <li>Pupils have access to an outdoor environment that enhances the curriculum; pupils are able to extend their own learning, understanding and play by exploring their natural surroundings.</li> <li>The vicinity of the school is safer due to a reduction in the volume of traffic; an improved drop-off and parking system will further improve the situation.</li> <li>Children are equipped with the basic skills to manage the inherent dangers of the online world both in and out of school.</li> </ul>
<b>Outcomes</b>		
<ul style="list-style-type: none"> <li>Ensure that end of key stage results continue to be at least in line with national averages.</li> <li>To raise standards in Reading so that end of Key Stage 2 results are well above national and in line with our Writing, Maths and SPaG.</li> <li>Ensure that children in receipt of the Pupil Premium make accelerated progress in Reading, Writing and Maths.</li> <li>Continue to raise standards in Writing across the school, particularly in Key Stage 1.</li> </ul>	<ul style="list-style-type: none"> <li>One of the ways we measure the effectiveness of our school is via a comparison between the results achieved by our 5, 7 and 11 year olds compared to those gained by children in the rest of the country. There is no reason why our children should not equal or exceed these averages.</li> <li>Although our Reading results slightly exceeded national % at the end of Key Stage 2, standards in Writing, SPaG and Maths were higher last year and we need to ensure that we meet the demands of the reading test in the new curriculum.</li> <li>Data shows that an attainment “gap” exists in some areas between children in receipt of the Pupil Premium and their peers (see the first point in Leadership and Management above).</li> <li>Although pupils perform at least in line with national expectations in Writing, across the school, standards in Reading and Maths are higher, especially in Key Stage 1.</li> </ul>	<ul style="list-style-type: none"> <li>Children at Alverton are at least as well prepared for the next stage in their education as other children nationally and continue to achieve standards that are at least in line with national averages.</li> <li>The % of children achieving the expected standard at the end of Key Stage 2 increases so that it is in line with, or at least closer to, Writing, SPaG and Maths.</li> <li>Pupils make accelerated progress from their starting points in Reading, Writing and Maths across the school.</li> <li>Accelerated progress is made in Writing across the school; standards in Writing at Key Stage 1 are similar to Reading and Maths.</li> </ul>
<b>Early Years Foundation Stage</b>		
<ul style="list-style-type: none"> <li>Continue to develop the EYFS outdoor environment to enhance pupils’ outdoor learning experiences.</li> <li>Ensure that children in receipt of the Pupil Premium make accelerated progress across the different areas.</li> <li>The % of children achieving the ELG in Writing continues to increase, particularly for boys.</li> </ul>	<ul style="list-style-type: none"> <li>The outdoor area has recently been developed; we now need to ensure that it is used to its full potential.</li> <li>2016 data shows that there is an attainment “gap” between children in receipt of the Pupil Premium and those nationally and across the county.</li> <li>The % achieving the ELG for Writing has increased over the last few years; we need to continue this drive, particularly for boys.</li> </ul>	<ul style="list-style-type: none"> <li>There is a highly stimulating environment to learn as the outdoor environment acts as a “third teacher”, broadening the children’s enjoyment, experiences and learning opportunities.</li> <li>All pupils, including those in receipt of the Pupil Premium, make substantial and sustained progress and are extremely well-prepared academically, socially and emotionally, for Year 1; the attainment and progress of all groups of pupils is at least in line with National %.</li> <li>The % achieving the ELG for Writing in the EYFS is in line with Reading and Number; the % of boys achieving the ELG for Writing increases and is closer to the % achieved by girls.</li> </ul>