

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 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 2018 - 2019

Priority	Why?	Aim
Leadership and Management		
<ul style="list-style-type: none"> Continue to focus on improving outcomes for disadvantaged pupils. Create our own 8am - 6pm wraparound, high-quality nursery provision to complement our existing EYFS setting in response to demand from parents for a more flexible approach. 	<ul style="list-style-type: none"> This is an area for development in pupils nationally as there is currently an attainment “gap” between those children identified as disadvantaged and those who are not. This is to meet an identified need from working parents with young children in our local area and follows a period of consultation. 	<ul style="list-style-type: none"> We enable pupils from all backgrounds and regardless of socio-economic, gender, race or any other factor to reach their full potential. To provide high-quality, teacher-led educational provision and affordable, high-quality childcare for parents of nursery-aged children.
Quality of Teaching, Learning and Assessment		
<ul style="list-style-type: none"> Develop the safe use of IT to enable pupils to choose and safely use tools and technology that increase their capacity as 21st century learners. Ensure progress for all groups of pupils through the collaborative development of chosen aspects of teaching and learning. 	<ul style="list-style-type: none"> The school’s IT system has been modernised and updated and is used extensively; we need to ensure that all pupils are aware of, and able to manage, the potential dangers of the online world. We aspire to excellence in all aspects of teaching and learning and to ensure our pedagogy and practice enhances the children’s experiences and achievements at school. 	<ul style="list-style-type: none"> Our IT provision facilitates teaching and learning and ensures the requirements of the new Computing curriculum are met and pupils are able to recognise, and know how to manage, the risks of the online world. All groups of pupils make progress through all phases of a lesson due to highly effective teaching and learning; pedagogy and practice is developed still further.
Personal Development, Behaviour and Welfare		
<ul style="list-style-type: none"> Continue to ensure that no pupils are disadvantaged by low attendance. Continue to develop the outdoor environment to enhance pupils’ outdoor learning experiences. 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. 	<ul style="list-style-type: none"> 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 some children who fall into this category. We have a fantastic school site which we believe can be further utilised to enhance pupil experiences and aid their learning. It is 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. 	<ul style="list-style-type: none"> Overall attendance rate, including Persistent Absence and “Broken Week” figures continue to improve, ensuring that the maximum number of children receive the maximum benefit from school. 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. Children are equipped with the skills to manage the inherent dangers of the online world both in and out of school.
Outcomes		
<ul style="list-style-type: none"> The teaching of writing includes the secure development of pupils’ ability to spell words correctly. Increase the % of pupils working confidently within age-related expectations in Maths across the school. Ensure that children in receipt of the Pupil Premium make at least expected progress in Reading, Writing and Maths. Continue to raise standards in Writing across the school, particularly for boys in Key Stage 1 and the EYFS. 	<ul style="list-style-type: none"> Although our Writing and SPaG results exceed national % at the end of Key Stage 2, we need to ensure that pupils are able to support their skills with secure spelling knowledge. Our Maths results at the end of Key Stage 2 are extremely strong and we want to replicate this strength in pupils across the school. 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). Although pupils perform well above national % at the end of Key Stage 2, across the school, standards in Writing are lower, especially for boys. 	<ul style="list-style-type: none"> To enable our children to reach the expected standards in Spelling by the end of Year 6, building on the phonics-based teaching in the younger year groups. An increased % of pupils are working confidently within age-related standards in all cohorts; pupils’ sound knowledge of Maths (particularly calculation) increases in the earlier years. Pupils make at least expected progress from their starting points in Reading, Writing and Maths across the school. Accelerated progress is made in Writing across the school; the % achieving the expected standard at the end of Key Stage 1 increases.
Early Years Foundation Stage		
<ul style="list-style-type: none"> Create our own 8am - 6pm nursery provision (see above). Ensure that children in receipt of the Pupil Premium make accelerated progress across the different areas. The % of children achieving the ELG in Writing continues to increase, particularly for boys. 	<ul style="list-style-type: none"> See Leadership and Management above. Our data shows that there is an attainment “gap” between children in receipt of the Pupil Premium and those nationally and across the county. We need to continue this drive, particularly for boys, so that they are well-prepared for the transition to Year 1. 	<ul style="list-style-type: none"> See Leadership and Management above. 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 % achieving the ELG for Writing in the EYFS is in line with Reading; the % of boys achieving the ELG for Writing increases and is closer to the % achieved by girls.