

Alverton Primary School

School Development Plan Priorities 2020 – 2021

Quality of Education

The school's curriculum intent and implementation are embedded securely and effectively across the school. Teachers have very good knowledge of the subjects they teach. Teaching is designed to help pupils to remember long-term the content they have been taught and to integrate new knowledge into larger ideas. Subject Leaders are knowledgeable about their subject and provide strong and effective curriculum leadership. Teachers create an environment that focuses on pupils; teaching pedagogies clearly support a coherently planned curriculum and meet the needs of all pupils in the transition from Reception to Year 1. Pupils' skills and knowledge of IT enable them to choose and use tools and technology that increase their capacity as 21st century learners. A whole-school focus on reading ensures pupils achieve at least in line with national % at the end of Key Stage 2. Teachers sustain the focus on helping all pupils widen their vocabulary and achieve at greater depth in reading. There is a rigorous approach to the reading curriculum to help younger children gain phonic knowledge. The teaching of writing also includes the secure development of pupils' ability to spell words correctly. Continue to raise standards in writing, especially for Key Stage 1 and for boys. Increase the % of pupils working confidently within age-related expectations in Maths across the school. Pupils in receipt of the Pupil Premium develop detailed knowledge and skills across the curriculum and achieve well. The curriculum addresses any potential learning "gaps" on children's return to school following the COVID-19 pandemic. There is effective transition to new classes.

Behaviour and Attitudes

The % attendance for children at the school increases further; where pupils do not have high attendance, the school takes swift and effective action.

Personal Development

A range of high-quality pastoral support empowers children to be confident, resilient and responsible. Pupils know how to keep healthy and have an age-appropriate understanding of healthy relationships. Children understand how to be responsible and respectful citizens and how to keep themselves safe online. Children know how to be physically healthy and maintain an active lifestyle and are supported to be confident and resilient in a wide range of experiences. High quality pastoral support is provided for all pupils who need it, particularly following the COVID-19 pandemic.

Leadership and Management

The school is prepared for the requirements of the new inspection framework. Leaders ensure that teachers receive focused and highly effective professional development through Performance Management. Leaders have a clear and ambitious vision for providing high-quality education to all pupils through an effective partnership with the onsite Day Nursery. Governors ensure that resources are managed well and that leaders are held to account for the quality of education. We engage effectively with parents so that children's learning is well-supported at home. Continue to ensure Safeguarding procedures are highly effective, rigorous and robust. The school continues to respond appropriately to the COVID-19 pandemic in respect of its opening and provision.

Early Years Foundation Stage

The effective partnership with the Day Nursery ensures that a higher percentage of children enter our reception class at typical levels of development. Early literacy skills are at the heart of the curriculum. A higher % of children are in line with typical levels of development on entry into Reception. The EYFS is an outstanding learning environment where pupils feel safe and are excited to learn. The % of children achieving their Early Learning Goal in Reading is at least in line with national %. The % of children achieving their Early Learning Goal in Number is at least in line with national %. Parents and carers understand, and are involved in, their child's development. ALL children to make expected or better than expected progress across the EYFS. Disadvantaged pupils and those with additional needs make better than expected progress across the Prime Areas, Literacy and Maths.