

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 2021 - 2022

Priority	Why?	Aim
Quality of Education		
<p>The curriculum and provision for children following COVID-19 meets every child's needs, Planning, teaching, assessments and intervention (including through Catch Up funding) combine to ensure that any "gaps" in learning / knowledge are addressed.</p> <p>A rigorous approach to the reading curriculum helps younger children gain phonics knowledge.</p> <p>A whole-school focus on writing ensures standards are raised, particularly for boys, in the EYFS and Key Stage 1.</p>	<p>Along with all other schools in England, we have needed to follow the government's guidance due to the COVID-19 pandemic. Due to the enforced periods of home learning, this objective remains a priority to enable us to address any concerns and "gaps" in learning and knowledge which may still exist.</p> <p>We need to ensure that our pupils are able to gain secure phonics knowledge to help them to become fluent and confident readers.</p> <p>Our Key Stage 2 Writing results are strong, in line with all other measures and above national %. However, this is not the case in Key Stage 1 where Writing % are lower than Reading or Maths, or in the EYFS where the fewest number of children achieve their ELG in Writing. This is also reflected in other cohorts across the school.</p>	<p>Our curriculum and provision are adapted as necessary to provide the best educational experience possible for children at home and at school.</p> <p>Additional support is provided to ensure any "gaps" in learning / knowledge are addressed.</p> <p>Children achieve headline measures in line with national expectations.</p> <p>Year 1 pupils achieve at least in line with national % in the Year 1 Phonics screening.</p> <p>Phonics has always been a high priority and we continue to ensure that there is an even greater emphasis. Interventions will be quickly put in place to enable any potential gaps to close.</p> <p>Headline data for writing at the end of Key Stage 1 is in line with other subjects and national %.</p> <p>Pupils achieve the ELG in Writing at least in line with national %.</p> <p>Early literacy skills are at the heart of the curriculum across the EYFS.</p>
Behaviour and Attitudes		
<p>The % attendance for children at the school increases further where necessary.</p>	<p>Despite significant efforts to improve pupils' attendance, we are mindful that attendance figures dipped in 18-19 (the last data pre-Covid), especially because of term-time holidays. It is important that children attend school every day that they are able to do so.</p>	<p>Overall Attendance reaches 96% (national average) across the school (excluding absence because of the COVID-19 pandemic).</p> <p>Swift and effective action is taken where pupils do not have high attendance.</p> <p>No groups of pupils are disadvantaged by low attendance.</p> <p>The number of days' schooling lost to term-time holidays continues to reduce.</p>
Personal Development		
<p>A focus on pupils' mental health and wellbeing, including the whole-school approach of the Five Ways to Wellbeing, empowers all children to be confident, resilient and responsible.</p>	<p>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.</p>	<p>Children's social and emotional needs are met, particularly following their return to school after the Covid-19 pandemic.</p> <p>Children will be supported to be confident, resilient and responsible, knowing how to keep themselves safe and healthy and how to maintain an active lifestyle.</p> <p>Additional support will be provided for those children who need it.</p>
Leadership and Management		
<p>The Day Nursery becomes part of the school, ensuring continuity of provision, care, safeguarding and ethos.</p> <p>The school continues to respond appropriately to the COVID-19 pandemic in respect of its opening and provision.</p>	<p>The merger of the Nursery provides the school with a fantastic opportunity to reach children and families earlier, engaging parents in their child's learning and offering support and guidance to families whose children may be in danger of falling behind; we need to ensure the nursery's procedures and ethos are the same as the school's.</p> <p>Along with all other schools in England, we have followed the government's guidance due to the COVID-19 pandemic and we need to ensure our provision meets the needs of all pupils, regardless of their experience.</p>	<p>The school absorbs the Private Nursery into its community ensuring continuity of provision, care, safety and ethos.</p> <p>All children experience high-quality provision in a safe and well-managed environment.</p> <p>Strong and effective links within the setting leads to a transparent and commonly-held ethos for high-quality EYFS provision.</p> <p>The Nursery merger has a positive impact on children, families and the school community.</p> <p>Our curriculum and provision are adapted as necessary to provide the best educational experience possible for children at home and at school.</p> <p>Additional support is provided to ensure any "gaps" in learning / knowledge are addressed and children's social and emotional needs are met.</p> <p>Children achieve headline measures in line with national expectations.</p>
Early Years Foundation Stage		
<p>Communication and Language is at the heart of the EYFS provision and practice.</p>	<p>On entry into our Reception classes children, on average, come in below typical levels of development in the areas of Communication, Language and Literacy.</p> <p>Reading is a whole-school priority and we need to put in place solid building blocks from the beginning. There is an increased focus on Communication and Language in the revised EYFS curriculum.</p>	<p>A higher percentage of children leave Nursery at expected levels of development in Communication and Language.</p> <p>There is an increase in the percentage of children achieving the expected level of attainment in Reading at the end of Reception.</p> <p>All children have a voice and are heard and can access the curriculum and learning through thoughtful interactions and skilled questioning.</p>